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The Ontario Curriculum
Grades 1-8

Language

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INTRODUCTION

This document replaces *The Ontario Curriculum, Grade 1–8: Language, 1997*. Beginning in September 2006, all language programs for Grades 1 to 8 will be based on the expectations outlined in this document.

THE IMPORTANCE OF LITERACY, LANGUAGE, AND THE LANGUAGE CURRICULUM

> *Literacy is about more than reading or writing – it is about how we communicate in society. It is about social practices and relationships, about knowledge, language and culture.*
>
> *Those who use literacy take it for granted – but those who cannot use it are excluded from much communication in today's world. Indeed, it is the excluded who can best appreciate the notion of "literacy as freedom".*
>
> UNESCO, Statement for the United Nations Literacy Decade, 2003–2012

Literacy development lies at the heart of the Grade 1–8 language curriculum. Literacy learning is a communal project and the teaching of literacy skills is embedded across the curriculum; however, it is the language curriculum that is dedicated to instruction in the areas of knowledge and skills – listening and speaking, reading, writing, and viewing and representing – on which literacy is based.

Language development is central to students' intellectual, social, and emotional growth, and must be seen as a key element of the curriculum. When students learn to use language in the elementary grades, they do more than master the basic skills. They learn to value the power of language and to use it responsibly. They learn to express feelings and opinions and, as they mature, to support their opinions with sound arguments and research. They become aware of the many purposes for which language is used and the diverse forms it can take to appropriately serve particular purposes and audiences. They learn to use the formal language appropriate for debates and essays, the narrative language of stories, the figurative language of poetry, the technical language of instructions and manuals. They develop an awareness of how language is used in different formal and informal situations. In sum, they come to appreciate language both as an important medium for communicating ideas and information and as a source of enjoyment.

Language is the basis for thinking, communicating, and learning. Students need language skills in order to comprehend ideas and information, to interact socially, to inquire into areas of interest and study, and to express themselves clearly and demonstrate their learning. Learning to communicate with clarity and precision, orally, in writing, and through a variety of media, will help students to thrive in the world beyond school.

Language is a fundamental element of identity and culture. As students read and reflect on a rich variety of literary, informational, and media texts,[1] they develop a deeper understanding of themselves and others and of the world around them. If they see themselves and others in the texts they read and the oral and media works they engage in, they are able to feel that the works are genuinely for and about them and they come to appreciate the nature and value of a diverse, multicultural society. They also develop the ability to understand and critically interpret a range of texts and to recognize that a text conveys one particular perspective among many.

Language skills are developed across the curriculum and, cumulatively, through the grades. Students use and develop important language skills as they read and think about topics, themes, and issues in various subject areas. Language facility helps students to learn in all subject areas, and using language for a broad range of purposes increases both their ability to communicate with precision and their understanding of how language works. Students develop flexibility and proficiency in their understanding and use of language over time. As they move through the grades, they are required to use language with ever greater accuracy and fluency in an ever-expanding range of situations. They are also expected to assume responsibility for their own learning and to apply their language skills in more challenging and complex ways.

PRINCIPLES UNDERLYING THE LANGUAGE CURRICULUM

The language curriculum is based on the belief that literacy is critical to responsible and productive citizenship, and that *all students can become literate*. The curriculum is designed to provide students with the knowledge and skills that they need to achieve this goal. It aims to help students become successful language learners, who share the following characteristics.

Successful language learners:

- understand that language learning is a necessary, life-enhancing, reflective process;
- communicate – that is, read, listen, view, speak, write, and represent – effectively and with confidence;
- make meaningful connections between themselves, what they encounter in texts, and the world around them;
- think critically;
- understand that all texts advance a particular point of view that must be recognized, questioned, assessed, and evaluated;
- appreciate the cultural impact and aesthetic power of texts;
- use language to interact and connect with individuals and communities, for personal growth, and for active participation as world citizens.

This curriculum organizes the knowledge and skills that students need to become literate in four strands, or broad areas of learning – Oral Communication, Reading, Writing, and

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[1] The word *text* is used in this document in its broadest sense, as a means of communication that uses words, graphics, sounds, and/or images, in print, oral, visual, or electronic form, to present information and ideas to an audience.

Media Literacy. These areas of learning are closely interrelated, and the knowledge and skills described in the four strands are interdependent and complementary. Teachers are expected to plan activities that blend expectations from the four strands in order to provide students with the kinds of experiences that promote meaningful learning and that help students recognize how literacy skills in the four areas reinforce and strengthen one another.

The study of language and the acquisition of literacy skills are not restricted to the language program, and this curriculum promotes the integration of the study of language with the study of other subjects. Examples are used throughout this document that illustrate ways in which teachers can achieve this goal in the classroom.

The language curriculum is also based on the understanding that students learn best when they can identify themselves and their own experience in the material they read and study at school. Students in Ontario come from a wide variety of backgrounds, each with his or her own set of perspectives, strengths, and needs. Instructional strategies and resources that recognize and reflect the diversity in the classroom and that suit individual strengths and needs are therefore critical to student success.

Reading activities should expose students to materials that reflect the diversity of Canadian and world cultures, including those of Aboriginal peoples. Students need to become familiar with the works of recognized writers from their own and earlier eras. By reading a wide range of materials and being challenged by what they read, students become receptive to new and widely varying ideas and perspectives and develop their ability to think independently and critically. It is also important to give students opportunities to choose what they read and what they write about, in order to encourage the development of their own interests and pursuits.

In recent years, research has shown that effective readers and writers unconsciously use a range of skills and strategies as they read and write, and that these strategies and skills can be identified and taught to enable all students to become effective communicators. The language curriculum focuses on comprehension strategies for listening, viewing, and reading; on the most effective reading and writing processes; on skills and techniques for effective oral and written communication and for the creation of effective media texts; and on the language conventions needed for clear and coherent communication. In addition, it emphasizes the use of higher-level thinking skills, including critical literacy skills, to enable students not only to understand, appreciate, and evaluate what they read and view at a deeper level, but also to help them become reflective, critical, and independent learners and, eventually, responsible citizens.

In implementing this curriculum, teachers can help students – particularly students in Grades 7 and 8 – to see that language skills are lifelong learning skills that will enable them to better understand themselves and others, unlock their potential as human beings, find fulfilling careers, and become responsible world citizens.

ROLES AND RESPONSIBILITIES IN LANGUAGE EDUCATION

Students

Students' responsibilities with respect to their own learning develop gradually and increase over time, as students progress through elementary and secondary school. With appropriate instruction and with experience, students come to see how making an effort can enhance learning and improve achievement. As they mature and develop their ability to persist, to manage their own impulses, to take responsible risks, and to listen with understanding, students become better able to engage with their own learning. Learning to take responsibility for their progress and achievement is an important part of every student's education.

Mastering the concepts and skills connected with the language curriculum requires work, study, and the development of cooperative skills. In addition, students who actively pursue opportunities outside the classroom will extend and enrich their understanding of the communication process. Their understanding and skills will grow as they explore their world and engage in activities, for their own purposes, that involve reading, writing, speaking, listening, viewing, and representing. Students develop their literacy skills when they seek out recreational reading materials and multimedia works that relate to their personal interests and to other subject areas, and when they engage in conversation with parents, peers, and teachers about what they are reading, writing, viewing, representing, and thinking in their daily lives.

Parents

Studies show that students perform better in school when their parents[2] are involved in their education. Parents who are familiar with the curriculum expectations know what is being taught in each grade and what their child is expected to learn. This information allows parents to understand how their child is progressing in school and to work with teachers to improve their child's learning.

Effective ways in which parents can support students' learning include: attending parent-teacher interviews, participating in parent workshops and school council activities (including becoming a school council member), and encouraging students to complete their assignments at home.

In addition to supporting regular school activities, parents may wish to encourage their sons and daughters to take an active interest in using language for meaningful purposes as a regular part of their activities outside school. They might encourage their children to read every day; talk and play together at home; take out a library membership; join a book club, a computer club, a camera club, or a community group; participate in an online pen pal program; or subscribe to an age-appropriate magazine.

Teachers

Teaching is key to student success. Teachers are responsible for developing appropriate instructional strategies to help students achieve the curriculum expectations, and appropriate methods for assessing and evaluating student learning. They bring enthusiasm and varied teaching and assessment approaches to the classroom, addressing individual students' needs and ensuring sound learning opportunities for every student.

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[2] In this document, *parent(s)* is used to refer to parent(s) and guardian(s).

Using a variety of instructional, assessment, and evaluation strategies, teachers provide numerous opportunities for students to develop the skills and knowledge in reading, writing, listening, speaking, viewing, and representing that will enable them to make meaningful connections between what they already know and what they need to know. They provide students with frequent opportunities to practise and apply new learning and, through regular and varied assessment, give them the specific feedback they need in order to further develop and refine their skills. By assigning tasks that promote the development of higher-order thinking skills, teachers enable students to become thoughtful and effective communicators. In addition, teachers encourage students to think out loud about their own language processes, and support them in developing the language and techniques they need to assess their own learning. Opportunities to relate knowledge and skills in language learning to wider contexts, both across the curriculum and in the world beyond the school, motivate students to learn and to become lifelong learners.

Principals

The principal works in partnership with teachers and parents to ensure that each student has access to the best possible educational experience. The principal is also a community builder who creates an environment that is welcoming to all, and who ensures that all members of the school community are kept well informed.

To support student learning, principals ensure that the Ontario curriculum is being properly implemented in all classrooms through the use of a variety of instructional approaches, and that appropriate resources are made available for teachers and students. To enhance teaching and student learning in all subjects, including language, principals promote learning teams and work with teachers to facilitate teacher participation in professional development activities. Principals are also responsible for ensuring that every student who has an Individual Education Plan (IEP) is receiving the modifications and/or accommodations described in his or her plan – in other words, for ensuring that the IEP is properly developed, implemented, and monitored.

Community Partners

Community partners can be an important resource in students' language development. They can provide support for students with literacy needs, both in the classroom and as living models of how the curriculum relates to life beyond school. Such modelling and mentoring can enrich not only the educational experience of students but also the life of the community.

Schools and school boards can play a role by coordinating efforts with community partners. They can involve community volunteers in supporting language instruction and in promoting a focus on literacy in and outside the school. Community partners can be included in literacy events held in the school, and school boards can collaborate with leaders of existing community-based literacy programs for youth, including programs offered in public libraries and community centres.

THE PROGRAM IN LANGUAGE EDUCATION

CURRICULUM EXPECTATIONS

The Ontario Curriculum, Grades 1–8: Language, 2006 identifies the expectations for each grade and describes the knowledge and skills that students are expected to acquire, demonstrate, and apply in their class work and investigations, on tests, and in various other activities on which their achievement is assessed and evaluated.

Two sets of expectations are listed for each grade in each *strand*, or broad area of the curriculum, in language for Grades 1–8 – overall expectations and specific expectations. The overall expectations describe in general terms the knowledge and skills that students are expected to demonstrate by the end of each grade. The specific expectations describe the expected knowledge and skills in greater detail. The specific expectations are grouped under numbered headings, each of which indicates the overall expectation to which the group of specific expectations corresponds. Taken together, the overall and specific expectations represent the mandated curriculum.

In the language curriculum, the *overall expectations* outline standard sets of knowledge and skills required for effective listening and speaking, reading and writing, and viewing and representing. They encompass the types of understanding, skills, approaches, and processes that are applied by effective communicators of all ages and levels of development, and are therefore described in constant terms from grade to grade. The language curriculum focuses on developing the depth and level of sophistication of students' knowledge and skills associated with each of these key overall expectations by increasing the complexity of the texts they work with and the tasks they perform over time.

The *specific expectations* reflect this progression in knowledge and skills from grade to grade through (1) the wording of the expectation itself, (2) the examples that are given in parentheses in the expectation, and/or (3) the teacher prompts that may follow the expectation. The examples and teacher prompts help to clarify the requirements specified in the expectations and suggest the intended depth and level of complexity of the expectations. They have been developed to model appropriate practice for the grade and are meant to serve as illustrations for teachers. Teachers can choose to use the examples and teacher prompts that are appropriate for their classrooms or they may develop their own approaches that reflect a similar level of complexity. Whatever the specific ways in which the requirements outlined in the expectations are implemented in the classroom, they must, wherever possible, be inclusive and reflect the diversity of the student population and the population of the province.

STRANDS IN THE LANGUAGE CURRICULUM

The expectations in the language curriculum are organized into four strands: Oral Communication, Reading, Writing, and Media Literacy. The program in all grades is designed to develop a range of essential skills in these four interrelated areas, built on a solid foundation of knowledge of the conventions of standard English and incorporating the use of analytical, critical, and metacognitive thinking skills. Students learn best when they are encouraged to consciously monitor their thinking as they learn, and each strand includes expectations that call for such reflection.

The knowledge and skills described in the expectations in the four strands of the language curriculum will enable students to understand, respond to, create, and appreciate a full range of literary, informational, and media texts.

Oral Communication

Oral communication skills are fundamental to the development of literacy and essential for thinking and learning. Through talk, students not only communicate information but also explore and come to understand ideas and concepts; identify and solve problems; organize their experience and knowledge; and express and clarify their thoughts, feelings, and opinions. Listening and speaking skills are essential for social interaction at home, at school, and in the community.

To develop their oral communication skills, students need numerous opportunities to listen and to talk about a range of subjects, including personal interests, school work, and current affairs. The language program should provide opportunities for students to engage in various oral activities in connection with expectations in all the strands, such as brainstorming to identify what they know about the topic of a new text they are about to read, discussing strategies for solving a problem in a writing assignment, presenting and defending ideas or debating issues, and offering critiques of work produced by their peers.

In order for all students to benefit from the opportunities provided for listening and speaking, differences in the norms and conventions associated with oral communication in different cultures must be taken into account.

Although children normally start to develop oral language skills before they learn to read and write, the development of reading and writing skills can enhance their ability to use and understand oral language clearly, accurately, and critically.

The Oral Communication strand has three overall expectations, as follows:

Students will:

1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;

3. reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

This strand focuses on the identification and development of the skills and strategies effective listeners and speakers use to understand and interact with others. It also emphasizes the use of higher-order thinking skills to stimulate students' interest and engage them in their own learning.

Reading

The Ontario curriculum focuses on developing the knowledge and skills that will enable students to become effective readers. An effective reader is one who not only grasps the ideas communicated in a text but is able to apply them in new contexts. To do this, the reader must be able to think clearly, creatively, and critically about the ideas and information encountered in texts in order to understand, analyse, and absorb them and to recognize their relevance in other contexts. Students can develop the skills necessary to become effective readers by applying a range of comprehension strategies as they read and by reading a wide variety of texts. It is also important that they read a range of materials that illustrate the many uses of writing. By reading widely, students will develop a richer vocabulary and become more attuned to the conventions of written language. Reading various kinds of texts in all areas of the curriculum will also help students to discover what interests them most and to pursue and develop their interests and abilities.

As students develop their reading skills, it is important that they have many opportunities to read for a variety of purposes. A well-balanced reading program will provide students with opportunities to read for the pleasure of discovering interesting information as well as for the pleasure of self-discovery, for self-enrichment, and for the sheer fun of it. Such reading activities are particularly important in the elementary grades, when attitudes towards reading and reading habits are first being formed. Reading experiences that invite students to discover new worlds and new experiences and to develop their imaginative powers will go a long way towards convincing them that reading can be a rich source of pleasure and knowledge. Such experiences are likely to lead to a love of reading, which is among the most valuable resources students can take with them into adult life.

Reading is a complex process that involves the application of many strategies before, during, and after reading. For example, before reading, students might prepare by identifying the purpose of the reading activity and by activating their prior knowledge about the topic of the text. Teachers help build the necessary background knowledge for students whose life experiences may not have provided them with the information they need to understand the text. During reading, students may use "cueing systems" – that is, clues from context or from their understanding of language structures and/or letter-sound relationships – to help them solve unfamiliar words, and comprehension strategies to help them make meaning of the text. Comprehension strategies include predicting, visualizing, questioning, drawing inferences, identifying main ideas, summarizing, and monitoring and revising comprehension. After reading, students may analyse, synthesize, make connections, evaluate, and use other critical and creative thinking skills to achieve a deeper understanding of the material they have read. It is important to note that although the specific expectations for each grade may focus on particular strategies that emphasize grade-appropriate skills, they do not impose a restriction on the range of strategies students will apply in that grade. Teachers must use their professional judgement in deciding which comprehension strategies to model and teach, based on the identified learning needs of the students in their classrooms and on the nature of the particular texts students are reading.

To become fluent, independent readers, students need to read frequently and develop the skills used in reading for a variety of different purposes – to follow directions, to get advice, to locate information, for enjoyment, for practice, to build vocabulary, to satisfy curiosity, for research, or for personal interest. The purpose for reading will be determined by the teacher in some cases and by the student in others. The reading program should include a wide variety of literary, informational, and graphic texts – for example, picture books and novels; poetry; myths, fables, and folk tales; textbooks and books on topics in science, history, mathematics, geography, and other subjects; biographies, autobiographies, memoirs, and journals; plays and radio, film, or television scripts; encyclopaedia entries; graphs, charts, and diagrams in textbooks or magazine articles; recipes, instructions, and manuals; graphic novels, comic books, cartoons, and baseball cards; newspaper articles and editorials; and essays and reports. Teachers routinely use materials that reflect the diversity of Canadian and world cultures, including the cultures of Aboriginal peoples, and make those resources available to students. Within each grade and from one grade to another, students should be assigned texts of increasing complexity as they develop their reading skills, and should also have many opportunities to select their own reading materials. Frequent exposure to good writing will inspire students to work towards high standards in their own writing and will help them develop an appreciation for the power and beauty of the written word.

The Reading strand has four overall expectations, as follows:

Students will:

1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;
2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
3. use knowledge of words and cueing systems to read fluently;
4. reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

This strand helps students learn to read with understanding, to read critically, to become familiar with various text forms and their characteristic elements, and to recognize the function and effects of various text features and stylistic devices. It helps students understand that reading is a process of constructing meaning and equips them with the strategies that good readers use to understand and appreciate what they read.

Writing

> *Writing … provides students with powerful opportunities to learn about themselves and their connections to the world. Through writing, students organize their thoughts, remember important information, solve problems, reflect on a widening range of perspectives, and learn how to communicate effectively for specific purposes and audiences. They find their voice and have opportunities to explore other voices. By putting their thoughts into words and supporting the words with visual images in a range of media, students acquire knowledge and deepen their understanding of the content in all school subjects. Writing also helps students to better understand their own thoughts and feelings and the events in their lives.*
>
> *Literacy for Learning: The Report of the Expert Panel on Literacy in Grades 4 to 6 in Ontario, 2004*, p. 79

Writing is a complex process that involves a range of skills and tasks. Students need to become disciplined thinkers in order to communicate their ideas clearly and effectively. Conversely, they need numerous opportunities to write, as the process of writing enables them to clarify their thinking and sort out and express their thoughts and feelings. As they learn to select and organize their ideas, they must also keep in mind the purpose for which they are writing and the audience they are addressing. To communicate clearly and effectively, they need to learn to use standard written forms and language conventions. However, learning to write as clearly, correctly, and precisely as possible is only part of the goal of writing instruction for students. Students should be given the kinds of assignments that provide opportunities to produce writing that is interesting and original and that reflects their capacity for independent critical thought. Writing activities that students see as meaningful and that challenge them to think creatively about topics and concerns of interest to them will lead to a fuller and more lasting command of the essential skills of writing.

Writing competence develops hand in hand with skills in other areas of language, especially reading. In many ways, the development of writing and reading skills is reciprocal. As students read a variety of inclusive texts, they build and develop a command of their vocabulary, and learn to vary and adapt their sentence structure, organizational approach, and voice to suit their purpose for writing. To become good writers who are able to communicate ideas with ease and clarity, students need frequent opportunities to write for various purposes and audiences and to master the skills involved in the various tasks associated with the writing process. The more students read and write, the more likely they will be to develop an essential understanding of the power of the written word.

The Writing strand has four overall expectations, as follows;

Students will:

1. generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
4. reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

The overall expectations focus on the elements of effective writing (ideas/content, organization, voice, word choice, sentence fluency, language conventions, and presentation) and on the stages of the recursive writing process (planning for writing, drafting, revising, editing and proofreading, and publishing).

The specific expectations identify writing forms and language conventions that are appropriate for instruction in the given grade. The forms and conventions identified are not, however, the only ones that may be taught in that grade, nor are they exclusive to that grade. Teachers will continue to make professional decisions about which writing forms and language conventions they will cover in every grade, based on the identified learning needs of the students in their classrooms.

Media Literacy

"Media literacy" is the result of study of the art and messaging of various forms of media texts. Media texts can be understood to include any work, object, or event that communicates meaning to an audience. Most media texts use words, graphics, sounds, and/or images, in print, oral, visual, or electronic form, to communicate information and ideas to their audience. Whereas traditional literacy may be seen to focus primarily on the understanding of the word, media literacy focuses on the construction of meaning through the combination of several media "languages" – images, sounds, graphics, and words.

Media literacy explores the impact and influence of mass media and popular culture by examining texts such as films, songs, video games, action figures, advertisements, CD covers, clothing, billboards, television shows, magazines, newspapers, photographs, and websites.[3] These texts abound in our electronic information age, and the messages they convey, both overt and implied, can have a significant influence on students' lives. For this reason, critical thinking as it applies to media products and messages assumes a special significance. Understanding how media texts are constructed and why they are produced enables students to respond to them intelligently and responsibly. Students must be able to differentiate between fact and opinion; evaluate the credibility of sources; recognize bias; be attuned to discriminatory portrayals of individuals and groups, including women and minorities; and question depictions of violence and crime.

Students' repertoire of communication skills should include the ability to critically interpret the messages they receive through the various media and to use these media to communicate their own ideas effectively as well. Skills related to high-tech media such as the Internet, film, and television are particularly important because of the power and pervasive influence these media wield in our lives and in society. Becoming conversant with these and other media can greatly expand the range of information sources available to students, their expressive and communicative capabilities, and their career opportunities.

To develop their media literacy skills, students should have opportunities to view, analyse, and discuss a wide variety of media texts and relate them to their own experience. They should also have opportunities to use available technologies to create media texts of different types (e.g., computer graphics, cartoons, graphic designs and layouts, radio plays, short videos, web pages).

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[3] Teachers should make students aware that images, print materials, music, or video clips used in connection with tasks and assignments may be subject to copyright, and the appropriate releases should be obtained prior to use. This applies to items downloaded from the Internet as well.

The Media Literacy strand has four overall expectations, as follows;

Students will:

1. demonstrate an understanding of a variety of media texts;
2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
4. reflect on and identify their strengths, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

This strand focuses on helping students develop the skills required to understand, create, and critically interpret media texts. It examines how images (both moving and still), sound, and words are used, independently and in combination, to create meaning. It explores the use and significance of particular conventions and techniques in the media and considers the roles of the viewer and the producer in constructing meaning in media texts. Students apply the knowledge and skills gained through analysis of media texts as they create their own texts.

The specific expectations identify media forms and conventions that are appropriate for instruction in the given grade. These are not, however, the only forms and conventions that students may explore in that grade, nor are they exclusive to that grade. Teachers will continue to use their professional judgement to decide on the forms and conventions to examine in every grade, based on the identified learning needs of the students in their classrooms.

ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT

BASIC CONSIDERATIONS

The primary purpose of assessment and evaluation is to improve student learning. Information gathered through assessment helps teachers to determine students' strengths and weaknesses in their achievement of the curriculum expectations in each subject in each grade. This information also serves to guide teachers in adapting curriculum and instructional approaches to students' needs and in assessing the overall effectiveness of programs and classroom practices.

Assessment is the process of gathering information from a variety of sources (including assignments, day-to-day observations, conversations or conferences, demonstrations, projects, performances, and tests) that accurately reflects how well a student is achieving the curriculum expectations in a subject. As part of assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement. Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality. In Ontario elementary schools, the value assigned will be in the form of a letter grade for Grades 1 to 6 and a percentage grade for Grades 7 and 8.

Assessment and evaluation will be based on the provincial curriculum expectations and the achievement levels outlined in this document.

In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers must use assessment and evaluation strategies that:

- address both what students learn and how well they learn;
- are based both on the categories of knowledge and skills and on the achievement level descriptions given in the achievement chart on pages 20–21;
- are varied in nature, administered over a period of time, and designed to provide opportunities for students to demonstrate the full range of their learning;
- are appropriate for the learning activities used, the purposes of instruction, and the needs and experiences of the students;

- are fair to all students;
- accommodate students with special education needs, consistent with the strategies outlined in their Individual Education Plan;
- accommodate the needs of students who are learning the language of instruction;
- ensure that each student is given clear directions for improvement;
- promote students' ability to assess their own learning and to set specific goals;
- include the use of samples of students' work that provide evidence of their achievement;
- are communicated clearly to students and parents at the beginning of the school year and at other appropriate points throughout the school year.

All curriculum expectations must be accounted for in instruction, but evaluation focuses on students' achievement of the overall expectations. A student's achievement of the overall expectations is evaluated on the basis of his or her achievement of related specific expectations. The overall expectations are broad in nature, and the specific expectations define the particular content or scope of the knowledge and skills referred to in the overall expectations. Teachers will use their professional judgement to determine which specific expectations should be used to evaluate achievement of the overall expectations, and which ones will be covered in instruction and assessment (e.g., through direct observation) but not necessarily evaluated.

The characteristics given in the achievement chart (pages 20–21) for level 3 represent the "provincial standard" for achievement of the expectations. A complete picture of achievement at level 3 in language can be constructed by reading from top to bottom in the shaded column of the achievement chart, headed "Level 3". Parents of students achieving at level 3 can be confident that their children will be prepared for work in the next grade.

Level 1 identifies achievement that falls much below the provincial standard, while still reflecting a passing grade. Level 2 identifies achievement that approaches the standard. Level 4 identifies achievement that surpasses the standard. It should be noted that achievement at level 4 does not mean that the student has achieved expectations beyond those specified for a particular grade. It indicates that the student has achieved all or almost all of the expectations for that grade, and that he or she demonstrates the ability to use the knowledge and skills specified for that grade in more sophisticated ways than a student achieving at level 3.

The Ministry of Education has provided teachers with materials that will assist them in improving their assessment methods and strategies and, hence, their assessment of student achievement. These materials include samples of student work (exemplars) that illustrate achievement at each of the four levels. (Adaptations can be made in the exemplar documents to align them with the revised curriculum.)

THE ACHIEVEMENT CHART FOR LANGUAGE

The achievement chart that follows identifies four categories of knowledge and skills in language. The achievement chart is a standard province-wide guide to be used by teachers. It enables teachers to make judgements about student work that are based on clear performance standards and on a body of evidence collected over time.

The achievement chart is designed to:

- provide a framework that encompasses all curriculum expectations for all grades and subjects represented in this document;
- guide the development of assessment tasks and tools (including rubrics);
- help teachers to plan instruction for learning;
- assist teachers in providing meaningful feedback to students;
- provide various categories and criteria with which to assess and evaluate student learning.

Categories of Knowledge and Skills

The categories, defined by clear criteria, represent four broad areas of knowledge and skills within which the subject expectations for any given grade are organized. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning.

The categories of knowledge and skills are described as follows:

Knowledge and Understanding. Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding).

Thinking. The use of critical and creative thinking skills and/or processes.

Communication. The conveying of meaning through various forms.

Application. The use of knowledge and skills to make connections within and between various contexts.

Teachers will ensure that student work is assessed and/or evaluated in a balanced manner with respect to the four categories, and that achievement of particular expectations is considered within the appropriate categories.

Criteria

Within each category in the achievement chart, criteria are provided, which are subsets of the knowledge and skills that define each category. The criteria for each category are listed below:

Knowledge and Understanding

- knowledge of content (e.g., forms of text; strategies associated with reading, writing, speaking, and listening; elements of style; terminology; conventions)
- understanding of content (e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes)

Thinking

- use of planning skills (e.g., generating ideas, gathering information, focusing research, organizing information)
- use of processing skills (e.g., making inferences, interpreting, analysing, detecting bias, synthesizing, evaluating, forming conclusions)
- use of critical/creative thinking processes (e.g., reading process, writing process, oral discourse, research, critical/creative analysis, critical literacy, metacognition, invention)

Communication

- expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms, including media forms
- communication for different audiences and purposes (e.g., use of appropriate style, voice, point of view, tone) in oral, visual, and written forms, including media forms
- use of conventions (e.g., grammar, spelling, punctuation, usage), vocabulary, and terminology of the discipline in oral, visual, and written forms, including media forms

Application

- application of knowledge and skills (e.g., concepts, strategies, processes) in familiar contexts
- transfer of knowledge and skills (e.g., concepts, strategies, processes) to new contexts
- making connections within and between various contexts (e.g., between the text and personal knowledge or experience, other texts, and the world outside the school; between disciplines)

Descriptors

A "descriptor" indicates the characteristic of the student's performance, with respect to a particular criterion, on which assessment or evaluation is focused. In the achievement chart, *effectiveness* is the descriptor used for each criterion in the Thinking, Communication, and Application categories. What constitutes effectiveness in any given performance task will vary with the particular criterion being considered. Assessment of effectiveness may therefore focus on a quality such as appropriateness, clarity, accuracy, precision, logic, relevance, significance, fluency, flexibility, depth, or breadth, as appropriate for the particular criterion. For example, in the Thinking category, assessment of effectiveness might focus on the degree of relevance or depth apparent in an analysis; in the Communication category, on clarity of expression or logical organization of information and ideas; or in the Application category, on appropriateness or breadth in the making of connections. Similarly, in the Knowledge and Understanding category, assessment of knowledge might focus on accuracy, and assessment of understanding might focus on the depth of an explanation. Descriptors help teachers to focus their assessment and evaluation on specific knowledge and skills for each category and criterion, and help students to better understand exactly what is being assessed and evaluated.

Qualifiers

A specific "qualifier" is used to define each of the four levels of achievement – that is, *limited* for level 1, *some* for level 2, *considerable* for level 3, and *a high degree* or *thorough* for level 4. A qualifier is used along with a descriptor to produce a description of performance at a particular level. For example, the description of a student's performance at level 3 with respect to the first criterion in the Thinking category would be: "The student uses planning skills with *considerable* effectiveness".

The descriptions of the levels of achievement given in the chart should be used to identify the level at which the student has achieved the expectations. Students should be provided with numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations, across all four categories of knowledge and skills.

ACHIEVEMENT CHART – LANGUAGE, GRADES 1–8

Categories	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
	The student:			
Knowledge of content *(e.g., forms of text; strategies associated with reading, writing, speaking, and listening; elements of style; terminology; conventions)*	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
Understanding of content *(e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes)*	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
Thinking – The use of critical and creative thinking skills and/or processes				
	The student:			
Use of planning skills *(e.g., generating ideas, gathering information, focusing research, organizing information)*	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
Use of processing skills *(e.g., making inferences, interpreting, analysing, detecting bias, synthesizing, evaluating, forming conclusions)*	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes *(e.g., reading process, writing process, oral discourse, research, critical/creative analysis, critical literacy, metacognition, invention)*	uses critical/creative thinking processes with limited effectiveness	uses critical/creative thinking processes with some effectiveness	uses critical/creative thinking processes with considerable effectiveness	uses critical/creative thinking processes with a high degree of effectiveness

Categories	Level 1	Level 2	Level 3	Level 4
Communication – The conveying of meaning through various forms				
	The student:			
Expression and organization of ideas and information *(e.g., clear expression, logical organization)* **in oral, visual, and written forms, including media forms**	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness
Communication for different audiences and purposes *(e.g., use of appropriate style, voice, point of view, tone)* **in oral, visual, and written forms, including media forms**	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions *(e.g., grammar, spelling, punctuation, usage)*, **vocabulary, and terminology of the discipline in oral, visual, and written forms, including media forms**	uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	uses conventions, vocabulary, and terminology of the discipline with some effectiveness	uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
Application – The use of knowledge and skills to make connections within and between various contexts				
	The student:			
Application of knowledge and skills *(e.g., concepts, strategies, processes)* **in familiar contexts**	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills *(e.g., concepts, strategies, processes)* **to new contexts**	transfers knowledge and skills to new contexts with limited effectiveness	transfers knowledge and skills to new contexts with some effectiveness	transfers knowledge and skills to new contexts with considerable effectiveness	transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts *(e.g., between the text and personal knowledge or experience, other texts, and the world outside the school; between disciplines)*	makes connections within and between various contexts with limited effectiveness	makes connections within and between various contexts with some effectiveness	makes connections within and between various contexts with considerable effectiveness	makes connections within and between various contexts with a high degree of effectiveness

SOME CONSIDERATIONS FOR PROGRAM PLANNING

When planning a program in language, teachers must take into account considerations in a number of important areas, including those discussed below.

The Ministry of Education has produced or supported the production of a variety of resource documents that teachers may find helpful as they plan programs based on the expectations outlined in this curriculum document. Those resources include the following:

- *Early Reading Strategy: The Report of the Expert Panel on Early Reading in Ontario, 2003*
- *Literacy for Learning: The Report of the Expert Panel on Literacy in Grades 4 to 6 in Ontario, 2004*
- *Think Literacy Success, Grades 7–12: Report of the Expert Panel on Students at Risk in Ontario, 2003*
- *A Guide to Effective Instruction in Reading, Kindergarten to Grade 3, 2003*
- *A Guide to Effective Instruction in Writing, Kindergarten to Grade 3, 2005*
- *A Guide to Effective Literacy Instruction, Grades 4–6. Volume 1: Foundations of Literacy Instruction for the Junior Learner, 2006*
- *Think Literacy: Cross-Curricular Approaches, Grades 7–12 – Reading, Writing, Communicating, 2003*
- *Think Literacy: Cross-Curricular Approaches, Grades 7–12 – Subject-Specific Examples: Media, Grades 7–10, 2005*
- *Me Read? No Way! A Practical Guide to Improving Boys' Literacy Skills, 2004*

INSTRUCTIONAL APPROACHES

High-quality instruction is a key to student success in mastering language skills. It is based on the belief that all students can be successful language learners. Teachers who provide quality instruction respect students' strengths and identify their learning needs, using assessment information to plan instruction. They clarify the purpose for learning, help students activate prior knowledge, scaffold instruction, and differentiate instruction for individual students and small groups according to need. Teachers explicitly teach and model learning strategies and encourage students to talk through their thinking and learning processes. They also provide many opportunities for students to practise and apply their developing knowledge and skills.

Effective teaching approaches involve students in the use of higher-level thinking skills and encourage them to look beyond the literal meaning of texts and to think about fairness, equity, social justice, and citizenship in a global society.

Motivating students and instilling positive habits of mind, such as a willingness and determination to persist, to think and communicate with clarity and precision, to take responsible risks, and to question and pose problems, are integral parts of high-quality language instruction.

Teaching approaches should be informed by the findings of current research into best practices in literacy instruction, as described in the Expert Panel reports on literacy instruction in Ontario (see the list of resources on the preceding page). Instruction should include a balance of direct, explicit instruction; teacher modelling; shared and guided instruction; and opportunities for students to rehearse, practise, and apply skills and strategies and make choices.

Whenever possible, students should be given opportunities to experience reading and writing, listening and speaking, and viewing and representing as interconnected processes requiring a set of skills and strategies that cannot be separated and that build on and reinforce one another. Students can monitor this interconnectedness by asking themselves questions such as "How does my skill as a reader make me a better writer?", "How does my skill as a writer make me a more effective speaker?", and "How does my ability to listen critically help me as a writer?".

CROSS-CURRICULAR AND INTEGRATED LEARNING

Students need well-developed language skills to succeed in all subject areas. The development of skills and knowledge in language is often enhanced by learning in other subject areas. Teachers should ensure that all students have ample opportunities to explore a subject from multiple perspectives by emphasizing cross-curricular learning and integrated learning, as explained below.

In cross-curricular learning, students are provided with opportunities to learn and use related content and/or skills in two or more subjects. For example, teachers can use social studies reading material in their language lessons, and incorporate instruction in how to read non-fiction materials into their social studies lessons. In mathematics, students learn to identify the relevant information in a word problem in order to clarify what is being asked. In science and technology, they build subject-specific vocabulary, interpret diagrams and charts, and read instructions relating to investigations and procedures. All subjects require that students communicate what they have learned, orally and in writing. Their studies in the different subject areas help students develop their language skills, providing them with authentic purposes for reading, writing, listening, speaking, viewing, and representing.

In integrated learning, students are provided with opportunities to work towards *meeting expectations from two or more subjects* within a single unit, lesson, or activity. By linking expectations from different subject areas, teachers can provide students with multiple opportunities to reinforce and demonstrate their knowledge and skills in a range of settings.

One example would be a unit linking expectations from the science and technology curriculum and the language curriculum. Every strand in each of Grades 1 to 8 in the science and technology curriculum has a set of specific expectations under the heading "Developing Skills of Inquiry, Design, and Communication". These expectations mirror many of the expectations in the Oral Communication, Writing, and Media Literacy strands in the language document. The science and technology expectations focus on tasks such as using appropriate vocabulary, designing graphic texts, and communicating results through oral and written descriptions. There is, therefore, a good fit between the expectations in the two disciplines, affording an opportunity for developing integrated units.

Expectations from the arts curriculum can also be linked with language expectations to create integrated units. The arts curriculum provides students with rich opportunities to engage in auditory, visual, and kinaesthetic experiences that would also support learning required in expectations in all four strands of the language curriculum. For example, role-playing, a key component of the Drama and Dance curriculum, can be used to enhance students' understanding as they learn to communicate their thoughts, feelings, and ideas; identify and present a variety of points of view; or explore new interpretations of texts. Similarly, students can create drawings or devise dramatic scenes as they rehearse, evaluate, and revise ideas before writing. Conversely, students can use language to respond critically and creatively to music or works of art.

PLANNING LANGUAGE PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

Classroom teachers are the key educators of students who have special education needs. They have a responsibility to help all students learn, and they work collaboratively with special education teachers, where appropriate, to achieve this goal. They commit to assisting every student to prepare for living with the highest degree of independence possible.

Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students With Special Education Needs, Kindergarten to Grade 6, 2005 describes a set of principles, based in research, that should guide all program planning for students with special education needs. Teachers planning language programs need to pay particular attention to these principles, which are as follows.

Program planning for students with special education needs:

- is premised on the belief that all students can succeed;
- incorporates evidence-based best practices for effective instruction;
- involves a support team for the classroom teacher that includes the principal, other teachers, and professional resources (families and community agencies should be active contributors);
- incorporates universal design;
- involves differentiated instruction.

In any given classroom, students may demonstrate a wide range of learning styles and needs. Teachers plan programs that recognize this diversity and give students tasks that respect their particular abilities so that all students can derive the greatest benefits possible from the teaching and learning process. The use of flexible groupings for instruction and the provision of ongoing assessment are important elements of programs that accommodate a diversity of learning needs.

In planning language programs for students with special education needs, teachers should begin by examining both the curriculum expectations for the appropriate grade level and the needs of the individual student to determine which of the following options is appropriate for the student:

- no accommodations[4] or modifications; or
- accommodations only; or
- modified expectations, with the possibility of accommodations.

If the student requires either accommodations or modified expectations, or both, the relevant information, as described in the following paragraphs, must be recorded in his or her Individual Education Plan (IEP). For a detailed discussion of the ministry's requirements for IEPs, see *Individual Education Plans: Standards for Development, Program Planning, and Implementation, 2000* (referred to hereafter as *IEP Standards, 2000*). More detailed information about planning programs for exceptional students can be found in *The Individual Education Plan (IEP): A Resource Guide, 2004* (referred to hereafter as the *IEP Resource Guide, 2004*). (Both documents are available at www.edu.gov.on.ca.)

Students Requiring Accommodations Only

With the aid of accommodations alone, some students with special education needs are able to participate in the regular grade-level curriculum and to demonstrate learning independently. (Accommodations do not alter the provincial curriculum expectations for the grade level.) The accommodations required to facilitate the student's learning must be identified in his or her IEP (see *IEP Standards, 2000*, page 11). A student's IEP is likely to reflect the same accommodations for many, or all, subject areas.

There are three types of accommodations. *Instructional accommodations* are changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia. *Environmental accommodations* are changes that the student may require in the classroom and/or school environment, such as preferential seating or special lighting. *Assessment accommodations* are changes in assessment procedures that enable the student to demonstrate his or her learning, such as allowing additional time to complete tests or assignments or permitting oral responses to test questions (see page 29 of the *IEP Resource Guide, 2004,* for more examples).

If a student requires "accommodations only" in language, assessment and evaluation of his or her achievement will be based on the appropriate grade-level curriculum expectations and the achievement levels outlined in this document.

Students Requiring Modified Expectations

Some students with special education needs will require modified expectations, which differ from the regular grade-level expectations. In language, modified expectations will usually be based on the knowledge and skills outlined in curriculum expectations for a different grade level. Modified expectations must indicate the knowledge and/or skills the student is expected to demonstrate and have assessed in each reporting period (*IEP Standards, 2000*, pages 10 and 11). Students requiring modified expectations need to develop knowledge and skills in all four strands of the language curriculum. Modified expectations must represent specific, realistic, observable, and measurable achievements and must describe specific knowledge and/or skills that the student can demonstrate independently, given the appropriate assessment accommodations. They should be expressed in such a way that the student and parents can understand exactly what the student is expected to know or be able to do, on the basis of which his or her performance will be evaluated and a grade or mark recorded on the Provincial Report Card. The grade level of the learning expectations must be identified in the student's IEP. The student's learning expectations must be reviewed in relation to the student's progress at least once every reporting period, and must be updated as necessary (*IEP Standards, 2000,* page 11).

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[4] "Accommodations" refers to individualized teaching and assessment strategies, human supports, and/or individualized equipment.

If a student requires modified expectations in language, assessment and evaluation of his or her achievement will be based on the learning expectations identified in the IEP and on the achievement levels outlined in this document. On the Provincial Report Card, the IEP box must be checked for any subject in which the student requires modified expectations, and the appropriate statement from the *Guide to the Provincial Report Card, Grades 1–8, 1998* (page 8) must be inserted. The teacher's comments should include relevant information on the student's demonstrated learning of the modified expectations, as well as next steps for the student's learning in the subject.

PLANNING LANGUAGE PROGRAMS FOR ENGLISH LANGUAGE LEARNERS

Ontario schools have some of the most multilingual student populations in the world. The first language of approximately 20 per cent of the children in Ontario's English-language schools is a language other than English. Ontario's linguistic heritage includes several Aboriginal languages; many African, Asian, and European languages; and some varieties of English, such as Jamaican Creole. Many English language learners were born in Canada and raised in families and communities in which languages other than English were spoken, or in which the variety of English spoken differed significantly from the English of Ontario classrooms. Other English language learners arrive in Ontario as newcomers from other countries; they may have experience of highly sophisticated educational systems, or they may have come from regions where access to formal schooling was limited.

When they start school in Ontario, many of these children are entering a new linguistic and cultural environment. All teachers share in the responsibility for their English-language development.

English language learners (children who are learning English as a second or additional language in English-language schools) bring a rich diversity of background knowledge and experience to the classroom. These students' linguistic and cultural backgrounds not only support their learning in their new environment but also become a cultural asset in the classroom community. Teachers will find positive ways to incorporate this diversity into their instructional programs and into the classroom environment.

Most English language learners in Ontario schools have an age-appropriate proficiency in their first language. Although they need frequent opportunities to use English at school, there are important educational and social benefits associated with continued development of their first language while they are learning English. Teachers need to encourage parents to continue to use their own language at home in rich and varied ways as a foundation for language and literacy development in English. It is also important for teachers to find opportunities to bring students' languages into the classroom, using parents and community members as a resource.

During their first few years in Ontario schools, English language learners may receive support through one of two distinct programs from teachers who specialize in meeting their language-learning needs:

English As a Second Language (ESL) programs are for students born in Canada or newcomers whose first language is a language other than English, or is a variety of English significantly different from that used for instruction in Ontario schools.

English Literacy Development (ELD) programs are primarily for newcomers whose first language is a language other than English, or is a variety of English significantly different from that used for instruction in Ontario schools, and who arrive with significant gaps in their education. These children generally come from countries where access to education is limited or where there are limited opportunities to develop language and literacy skills in any language. Some Aboriginal students from remote communities in Ontario may also have had limited opportunities for formal schooling, and they also may benefit from ELD instruction.

In planning programs for children with linguistic backgrounds other than English, teachers need to recognize the importance of the orientation process, understanding that every learner needs to adjust to the new social environment and language in a unique way and at an individual pace. For example, children who are in an early stage of English-language acquisition may go through a "silent period" during which they closely observe the interactions and physical surroundings of their new learning environment. They may use body language rather than speech or they may use their first language until they have gained enough proficiency in English to feel confident of their interpretations and responses. Students thrive in a safe, supportive, and welcoming environment that nurtures their self-confidence while they are receiving focused literacy instruction. When they are ready to participate, in paired, small-group, or whole-class activities, some students will begin by using a single word or phrase to communicate a thought, while others will speak quite fluently.

With exposure to the English language in a supportive learning environment, most young children will develop oral fluency quite quickly, making connections between concepts and skills acquired in their first language and similar concepts and skills presented in English. However, oral fluency is not a good indicator of a student's knowledge of vocabulary or sentence structure, reading comprehension, or other aspects of language proficiency that play an important role in literacy development and academic success. Research has shown that it takes five to seven years for most English language learners to catch up to their English-speaking peers in their ability to use English for academic purposes. Moreover, the older the children are when they arrive, the greater the language knowledge and skills that they have to catch up on, and the more direct support they require from their teachers.

Responsibility for students' English-language development is shared by the classroom teacher, the ESL/ELD teacher (where available), and other school staff. Volunteers and peers may also be helpful in supporting English language learners in the language classroom. Teachers must adapt the instructional program in order to facilitate the success of these students in their classrooms. Appropriate adaptations include:

- modification of some or all of the subject expectations so that they are challenging but attainable for the learner at his or her present level of English proficiency, given the necessary support from the teacher;
- use of a variety of instructional strategies (e.g., extensive use of visual cues, graphic organizers, scaffolding; previewing of textbooks, pre-teaching of key vocabulary; peer tutoring; strategic use of students' first languages);
- use of a variety of learning resources (e.g., visual material, simplified text, bilingual dictionaries, and materials that reflect cultural diversity);
- use of assessment accommodations (e.g., granting of extra time; use of oral interviews, demonstrations or visual representations, or tasks requiring completion of graphic organizers or cloze sentences instead of essay questions and other assessment tasks that depend heavily on proficiency in English).

While the degree of program adaptation required will decrease over time, students who are no longer receiving ESL or ELD support may still need some program adaptations to be successful. If a student's program has been adapted, a checkmark must be placed in the ESL/ELD box on the student's report card. If the student requires modified expectations, the appropriate statement from the *Guide to the Provincial Report Card, Grades 1–8, 1998* (page 8) must be inserted.

For further information on supporting English-language learners, refer to *The Ontario Curriculum, Grades 1–8: English As a Second Language and English Literacy Development – A Resource Guide, 2001* and the resource guide *Many Roots, Many Voices: Supporting English Language Learners in Every Classroom* (Ministry of Education, 2005).

ANTIDISCRIMINATION EDUCATION IN THE LANGUAGE PROGRAM

The implementation of antidiscrimination principles in education influences all aspects of school life. It promotes a school climate that encourages all students to work to high standards, affirms the worth of all students, and helps students strengthen their sense of identity and develop a positive self-image. It encourages staff and students alike to value and show respect for diversity in the school and the wider society. It requires schools to adopt measures to provide a safe environment for learning, free from harassment, violence, and expressions of hate. Antidiscrimination education encourages students to think critically about themselves and others in the world around them in order to promote fairness, healthy relationships, and active, responsible citizenship.

Learning resources that reflect the broad range of students' interests, backgrounds, cultures, and experiences are an important aspect of an inclusive language program. In such a program, stories contain heroes and protagonists of both sexes from a wide variety of racial and cultural backgrounds. Students are made aware of the historical, social, and cultural contexts for both the traditional and non-traditional gender and social roles represented in the materials they are studying. Teachers routinely use materials that reflect the diversity of Canadian and world cultures, including those of contemporary Aboriginal peoples, and make them available to students. In the primary classroom, myths, fables, fairytales, and legends from a variety of cultures may be explored. In later years, stories, novels, informational texts, and media works relating to the immigrant experience provide rich thematic material for study. Storybooks, novels, magazine and newspaper articles, television programs, and films all provide opportunities for students to explore issues of culture and diverse identities.

Resources should also be chosen on the basis of their appeal for both girls and boys in the classroom. Recent research has shown that many boys are interested in informational materials, such as manuals and graphic texts, as opposed to works of literature, which are often more appealing to girls. Both sexes read Internet materials, such as website articles, e-mail, and chat messages, outside the classroom. *Me Read? No Way! A Practical Guide to Improving Boys' Literacy Skills* (available on the Ministry of Education website) provides a number of useful literacy strategies that focus on engaging boys in reading and writing. They also represent practices that enhance the learning environment for both girls and boys.

Critical thinking skills include the ability to identify perspectives, values, and issues; detect bias; and read for implicit as well as explicit meaning. In the context of antidiscrimination, critical literacy involves asking questions and challenging the status quo, and leads students to look at issues of power and justice in society. The language program empowers students by enabling them to express themselves and to speak out about issues that strongly affect them. In the language program, students develop the ability to detect negative bias and stereotypes in literary texts and informational materials; they also learn to use inclusive and non-discriminatory language in both oral and written work. In addition, in the context of the language program, both students and teachers should become aware of aspects of intercultural communication – for example, by exploring how different cultures interpret the use of eye contact and body language in conversation and during presentations.

NUMERACY AND INQUIRY/RESEARCH SKILLS

The language curriculum builds on, reinforces, and enhances certain aspects of the mathematics curriculum. For example, clear, concise communication often involves the use of diagrams, charts, tables, and graphs, and the language curriculum emphasizes students' ability to interpret and use graphic texts. Students apply the knowledge and skills they acquire in their study of graphs and charts in mathematics to the interpretation and communication of precise information in texts supported by graphic forms.

Inquiry is at the heart of learning in all subject areas. In language, students are encouraged from a very early age to develop their ability to ask questions and to explore a variety of possible answers to those questions. In the primary grades, they begin to identify various sources that can help them answer the questions they pose. As they advance through the grades, they acquire the skills to locate relevant information from a variety of sources, such as books, newspapers, dictionaries, encyclopaedias, interviews, videos, and the Internet. The questioning they practised in the early grades becomes more sophisticated as they learn that all sources of information have a particular point of view and that the recipient of the information has a responsibility to evaluate it, determine its validity and relevance, and use it in appropriate ways. The ability to locate, question, and validate information allows a student to become an independent, lifelong learner.

THE ROLE OF THE SCHOOL LIBRARY IN LANGUAGE PROGRAMS

The school library program can help to build and transform students' knowledge to support a lifetime of learning in an information- and knowledge-based society. The school library program supports student success across the language curriculum by encouraging students to read widely, teaching them to read for understanding and enjoyment, and helping them to improve their research skills and to use information gathered through research effectively. The school library program enables students to:

- develop a love of reading for learning and for pleasure;
- acquire an understanding of the richness and diversity of literary and informational texts produced in Canada and around the world;
- obtain access to programs, resources, and integrated technologies that support all curriculum areas;
- understand and value the role of public library systems as a resource for lifelong learning.

The school library program plays a key role in the development of information literacy and research skills. In collaboration with classroom or content-area teachers, teacher-librarians develop, teach, and provide students with authentic information and research tasks that foster learning, including the ability to:

- access, select, gather, critically evaluate, create, and communicate information;
- use the information obtained to solve problems, make decisions, build knowledge, create personal meaning, and enrich their lives;
- communicate their findings for different audiences, using a variety of formats and technologies;
- use information and research with understanding, responsibility, and imagination.

THE ROLE OF TECHNOLOGY IN LANGUAGE EDUCATION

Information and communications technologies (ICT) provide a range of tools that can significantly extend and enrich teachers' instructional strategies and support students' learning in language. Computer programs can help students collect, organize, and sort the data they gather and to write, edit, and present reports on their findings. Information and communications technologies can also be used to connect students to other schools, at home and abroad, and to bring the global community into the local classroom.

Whenever appropriate, therefore, students should be encouraged to use ICT to support and communicate their learning. For example, students working individually or in groups can use computer technology and/or Internet websites to gain access to museums and archives in Canada and around the world. Students can also use digital cameras and projectors to design and present the results of their research to their classmates.

Although the Internet is a powerful learning tool, all students must be made aware of issues of privacy, safety, and responsible use, as well as of the ways in which the Internet can be used to promote hatred.

Teachers will also find the various ICT tools useful in their teaching practice, both for whole class instruction and for the design of curriculum units that contain varied approaches to learning to meet diverse student needs.

GUIDANCE AND LANGUAGE EDUCATION

The guidance and career education program should be aligned with the language curriculum. Teachers need to ensure that classroom learning across all grades and subjects provides ample opportunity for students to learn how to work independently (e.g., complete homework independently), cooperate with others, resolve conflicts, participate in class, solve problems, and set goals to improve their work.

The language program can also offer opportunities for a variety of career exploration activities, including contacts with career mentors and visits from guest speakers such as authors, actors, illustrators, individuals working in radio and television, and representatives from the publishing world.

HEALTH AND SAFETY IN LANGUAGE EDUCATION

Although health and safety issues are not usually associated with language education, they may be important when the learning involves fieldwork. Out-of-school fieldwork can provide an exciting and authentic dimension to students' learning experiences. Teachers must preview and plan these activities carefully to protect students' health and safety.

OVERVIEW OF GRADES 1 TO 3

The expectations for Grades 1 to 3 focus on the foundational knowledge and skills that students need in order to establish a strong basis for language development. These include students' oral language, prior knowledge and experience, understanding of concepts about print, phonemic awareness, understanding of letter-sound relationships, vocabulary knowledge, semantic and syntactic awareness, higher-order thinking skills, and capacity for metacognition.

Most of what primary students know about language comes from listening and speaking with others, being read to by adults, and interacting with media texts such as advertisements, television programs, video games, songs, photographs, and films. The expectations for language build upon the prior knowledge and experience that students bring to Ontario classrooms from culturally and linguistically diverse backgrounds. Because this base of knowledge, experience, and skills varies from student to student, it is important for instruction to be differentiated to meet the needs of individuals and small groups of students.

Students listen and speak for different purposes, both formal and informal. They develop an understanding of appropriate listening and speaking behaviours and identify strategies they can use to understand what they hear and clearly communicate what they want to say. With support and direction from the teacher, primary students use oral language to talk about their learning as readers and writers and as viewers and producers of oral, print, and media texts. The expectations in oral communication provide a bridge to the interconnected knowledge, skills, and strategies that primary students will use to read, write, view, and represent. Real, purposeful talk is not only an essential component of the language curriculum; it needs to be threaded throughout every day and across the curriculum.

In all four strands, teachers explicitly teach and model the use of the knowledge, skills, and strategies most relevant to the particular strand. Explicit teaching and modelling help primary students to identify the skills and strategies they need in order to become proficient language users and move towards achievement of the expectations. Initially, students engage in rehearsal through shared and guided practice; eventually, they demonstrate independently their achievement of the learning expectations through multiple, diverse learning opportunities and activities.

Appropriate instructional texts are central to students' development of the knowledge, skills, and strategies embedded in the expectations across the language strands. Oral, print, and media texts that are designed to support and challenge students at their individual level of language development will enhance the benefits of appropriately scaffolded instruction. It is important to ensure that, in addition to the materials provided for instruction, students are able to choose from a wide range of texts that are engaging and relevant to their personal interests as readers, writers, and viewers. All texts chosen for instruction should be worthy of study, and promote antidiscriminatory education.

Grade 1 students should have access to oral, print, and media texts with familiar topics and structures. Oral texts such as songs, poems, teacher read-alouds or simple readers' theatre, large- and small-group discussions, and one-on-one conversations; print texts such as environmental print, simple fiction and non-fiction, picture books, and books in their first language; and media texts such as a soundtrack for a story, posters or signs, photographs or collages, cartoons, movies, and television shows provide a variety of sources to motivate and engage diverse groups of students. To facilitate the development of early reading and writing behaviours and concepts, print texts for guided instruction and independent reading will initially need to have many high-frequency words, illustrations that provide direct support for meaning and word solving, and language structures that are simple and natural. Eventually, Grade 1 students will encounter texts of greater length with somewhat more challenging ideas and vocabulary, somewhat more literary language, and low to moderate support from the illustrations.

Modelled, shared, interactive, and guided learning experiences provide Grade 1 students with direction and support in producing oral, written, and media texts for a few different purposes. Through these experiences – and their growing familiarity with texts such as simple recounts, stories, procedures, and environmental print – they develop an understanding of the vocabulary and structure of a few oral text forms; of sound/symbol relationships, letter formation, and language structure; and of the communicative possibilities of images and sounds. Students also benefit from daily opportunities for independent practice in applying their speaking, writing, and media production knowledge and skills for personally meaningful purposes. Through these supported and independent experiences students learn to construct words and sentences and to combine words, images, and sounds to express personal thoughts and feelings and communicate ideas and information in a number of oral, written, and media forms.

Grade 2 students should have access to oral, print, and media texts that provide opportunities to extend their life experiences by exploring less familiar topics. Oral texts such as poems, teacher read-alouds on new topics, readers' theatre, presentations or talks by guest speakers, large- and small-group discussions, and one-on-one conversations; print texts such as stories, folk tales or fairy tales from other cultures, picture books, early chapter or series books, non-fiction books on topics of personal interest, nature or science magazines, and books from home; and media texts such as digital images, recorded music, soundtracks, television commercials, and films provide a variety of sources to motivate and engage diverse groups of students. Print texts for guided instruction and independent reading should include an expanded vocabulary, more difficult ideas and language structures, and illustrations that extend the text and support interpretation. Grade 2 students need to be able to sustain their interest in and make meaning from longer texts, such as longer picture books and chapter books that include chapter titles, a few illustrations, somewhat more sophisticated plots, and multiple characters and events.

Modelled, shared, interactive, and guided learning experiences provide Grade 2 students with direction and support in creating oral, written, and media texts. They also benefit from daily opportunities for independent practice in applying their speaking, writing, and media production skills for personally meaningful purposes and audiences. Grade 2 students speak more confidently and fluently, and their expanded oral vocabulary helps them choose effective words for their written and media texts. Their developing ability to use familiar spelling patterns and combine or sequence sentences helps them refine their ability to write words, sentences, and simple paragraphs. Their experience with a broader range of texts – such as friendly letters, stories, factual recounts, folk tales, directions, posters, plays, films, and television shows – enables them to use a greater variety of forms to express thoughts and feelings and communicate ideas and information.

Grade 3 students should have access to oral, print, and media texts that require more background knowledge, that allow them to explore new ideas and information and more complex and technical topics, and that may require more interpretation and inference. Oral texts such as plays, presentations, large- and small-group discussions, peer conferences, and oral story telling; print texts such as adventure stories, chapter books, fables, instructions, letters, and longer picture books; and media texts such as magazines, video clips, comic strips, maps, storyboards, and photographs provide a variety of sources to motivate and engage diverse groups of students. Appropriate print texts for guided instruction and independent reading would include vocabulary that is specific to content; more symbolic or abstract themes; complex sentences with many multisyllabic and technical words; and a variety of organizational features such as tables of contents, glossaries, indexes, diagrams, and chapter titles. Grade 3 readers will need to develop the ability to retain and recall information to support comprehension of the text over several days.

Modelled, shared, and guided learning experiences and daily opportunities for independent practice provide Grade 3 students with the scaffolding they need to develop independence in creating oral, written, and media texts. Grade 3 students use their speaking skills to communicate increasingly complex ideas and information in both formal and informal contexts. As writers, they understand the stages of the writing process and use this process independently to produce finished pieces of writing. With help from peer and teacher conferences, they practise generating ideas; composing draft texts; and revising, editing, and publishing their writing. Students' experiences with a broad range of oral, print, and media texts – such as oral reports, personal and factual recounts, descriptive and explanatory paragraphs, a letter expressing a personal opinion, familiar stories or fables seen from a new perspective, a script for a play, or a brochure – enable them to select appropriate forms and extend their ability to express thoughts and feelings and communicate ideas and information fluently and effectively for purposes they see as meaningful.

GRADE 1

GRADE 1 | ORAL COMMUNICATION

OVERALL EXPECTATIONS

By the end of Grade 1, students will:

1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
3. reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

SPECIFIC EXPECTATIONS

1. Listening to Understand

By the end of Grade 1, students will:

Purpose

1.1 identify purposes for listening in a few different situations, formal and informal *(e.g., to hear the sounds of language in songs, chants, and poems; to interact socially with classmates; to enjoy and understand a story read aloud by the teacher; to follow simple directions in large- and small-group settings; to exchange ideas with a peer in a paired sharing or small group)*

Active Listening Strategies

1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a few different situations *(e.g., listen without interrupting and wait their turn to speak; show that they are paying attention and are interested by looking at the speaker, nodding, or asking relevant questions)*

Comprehension Strategies

1.3 identify a few listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral texts, initially with support and direction *(e.g., use background knowledge, familiar word order, and context to make predictions about content or vocabulary before listening to an oral text; think about what known words might be related to the topic; ask questions to check understanding during and after listening; create mental pictures while listening to a read-aloud and draw or talk about what they visualized; retell the important information presented in a class discussion or a think-pair-share activity)*

Demonstrating Understanding

1.4 demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea *(e.g., use time-order words, such as* first, then, next, finally, *to retell a story they have heard; restate information from a movie about community workers, including a topic statement and several supporting details)*

Making Inferences / Interpreting Texts

1.5 use stated and implied information and ideas in oral texts, initially with support and direction, to make simple inferences and reasonable predictions *(e.g., attend to the words being spoken and also use personal experience and the speaker's intonation and facial expression to understand what is being said)*

Teacher prompt: "The boy said, 'You broke my airplane!' What helps you understand how he might be feeling? What do you think he might do next?"

Extending Understanding

1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them *(e.g., make personal connections between their own ideas about a topic and the ideas in an oral text; identify other texts that have similar elements or content)*

Analysing Texts

1.7 identify words or phrases that indicate whether an oral text is fact or fiction, initially with support and direction *(e.g., a personal recount might start "Last year in the summer holidays…" while a fictional story might start "Once upon a time…")*

Point of View

1.8 begin to identify, with support and direction, who is speaking in an oral text and the point of view expressed by the speaker *(e.g., the narrator may be a character in a story or an expert on the topic of an informational talk; the speaker may be recounting a personal anecdote or sharing a personal opinion)*

Teacher prompts: "Who is telling this story/presenting this information? What words/clues helped you figure that out?" "What do we know about the speaker?" "How might the story be different if another character were telling it?"

Presentation Strategies

1.9 begin to identify some of the presentation strategies used in oral texts and explain how they influence the audience *(e.g., the use of differences in tone and pitch for different characters in a story; the use of props to engage the audience)*

Teacher prompts: "How did the speaker use his/her voice to make you like/not like a character?" "Why do you think the speaker used the puppets when he was speaking?"

2. Speaking to Communicate

By the end of Grade 1, students will:

Purpose

2.1 identify a few purposes for speaking *(e.g., to express needs to peers and the teacher; to establish positive personal and learning relationships with peers; to activate prior knowledge and make connections before listening; to retell stories and recount personal experiences to the class; to ask questions or explore solutions to problems in small-group and paired activities; to share ideas and information that contribute to understanding in large and small groups; to manipulate the sounds of language in songs, chants, and poems)*

Interactive Strategies

2.2 demonstrate an understanding of appropriate speaking behaviour in a few different situations, including paired sharing and small- and large-group discussions *(e.g., give other group members an opportunity to speak; respond positively to the contributions of others; stay on topic and speak to the point)*

Clarity and Coherence

2.3 communicate ideas and information orally in a clear, coherent manner *(e.g., use a logical framework such as a beginning, middle, and end sequence to retell a story read aloud by the teacher)*

Appropriate Language

2.4 choose appropriate words to communicate their meaning accurately and engage the interest of their audience *(e.g., choose words relevant to the topic from the full range of their vocabulary, including new words used regularly in the classroom; use descriptive adjectives to clarify and add interest to a narrative; use inclusive language that conveys respect for all people)*

Vocal Skills and Strategies

2.5 begin to identify some vocal effects, including tone, pace, pitch, and volume, and use them appropriately to help communicate their meaning *(e.g., increase volume to emphasize important points or to communicate to a large audience)*

Non-Verbal Cues

2.6 identify some non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning

Visual Aids

2.7 use one or more appropriate visual aids *(e.g., pictures, photographs, props, puppets, masks)* to support or enhance oral presentations *(e.g., use a set of plastic animals during an oral recount about a visit to a zoo)*

3. Reflecting on Oral Communication Skills and Strategies

By the end of Grade 1, students will:

Metacognition

3.1 begin to identify, with support and direction, a few strategies they found helpful before, during, and after listening and speaking

Teacher prompts: "How do you know what to listen for?" "What could you do after you listen to check and see if you understood what you heard?" "What could you do if you didn't understand what you heard?" "What do you think about before you begin to talk?" "When you are talking, how can you tell if the audience understands?" "What could you do to help the audience understand what you are saying?"

Interconnected Skills

3.2 begin to identify how their skills as viewers, representers, readers, and writers help them improve their oral communication skills

Teacher prompts: "How do you learn new words that you can use when you are speaking?" "What words have you learned in the books you are reading that help you understand what you hear or that you can use while you are speaking?"

GRADE 1 | READING

OVERALL EXPECTATIONS

By the end of Grade 1, students will:

1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;
2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
3. use knowledge of words and cueing systems to read fluently;
4. reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

SPECIFIC EXPECTATIONS

1. Reading for Meaning

By the end of Grade 1, students will:

Variety of Texts

1.1 read a few different types of literary texts *(e.g., pattern books, rhymes, books from home, simple fiction stories)*, graphic texts *(e.g., calendars, environmental print, signs)*, and informational texts *(e.g., morning messages, strategy charts, instructions, simple non-fiction books, labels)*

Purpose

1.2 identify a few different purposes for reading and choose reading materials appropriate for those purposes *(e.g., picture books for entertainment, information, or reflection; simple factual and visual texts for information; magazines for entertainment and interest)*

Comprehension Strategies

1.3 identify a few reading comprehension strategies and use them before, during, and after reading to understand texts, initially with support and direction *(e.g., activate prior knowledge by brainstorming about the cover, title page, or topic; describe how they visualize a character or scene in a text; ask questions about information or ideas presented in a text:* I wonder if…?, What if…? Why did…?; *identify important ideas in a text)*

Teacher prompt: "What do you think is the most important thing to remember so far about this text/topic? Why do you think it is important?"

Demonstrating Understanding

1.4 demonstrate understanding of a text by retelling the story or restating information from the text, including the main idea *(e.g., retell a story or restate facts, including the main idea and important events, in accurate time order; role-play or dramatize a story or informational text using puppets or props)*

Making Inferences/Interpreting Texts

1.5 use stated and implied information and ideas in texts, initially with support and direction, to make simple inferences and reasonable predictions about them

Teacher prompt: "The text tells us that the girl broke her brother's toy airplane. Think about what you know about the boy so far. Predict what might happen next. Is there information in the illustration that can help you make your prediction?"

Extending Understanding

1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them *(e.g., identify personally significant events in* *stories, such as losing a tooth or getting a pet; relate information in a text to previous experiences, other familiar texts, movies, or trips)*

Teacher prompts: "What does this text remind you of in your life?" "Now that we have researched [topic X], what have we learned?" "Does this book remind you of a story that you have been told?"

Analysing Texts

1.7 identify the main idea and a few elements of texts, initially with support and direction *(e.g., narrative:* characters, setting, problem/solution; *information text:* introductory statement, facts, photographs*)*

Responding to and Evaluating Texts

1.8 express personal thoughts and feelings about what has been read *(e.g., through role playing, drama, visual arts, music, discussion; by developing a plan to act on issues raised in the text)*

Teacher prompts: "How does the ending of this story make you feel?" "Do you think there are recycling ideas in the text that we could use in our classroom?" "Show me how you were feeling when…" "What would you say if you were…?"

Point of View

1.9 begin to identify, with support and direction, the speaker and the point of view presented in a text and suggest a possible alternative perspective *(e.g., dramatize the story, taking on the role of different characters; create drawings, paintings, or models to represent the perspective of different characters in a text)*

Teacher prompts: "Who is talking in this story? Would the story be different if someone else were talking?" "What is the author telling us about this topic?"

2. Understanding Form and Style

By the end of Grade 1, students will:

Text Forms

2.1 identify and describe the characteristics of a few simple text forms, with a focus on literary texts such as a simple fictional story *(e.g., characters, setting, events, problem/solution)*, graphic texts such as a calendar *(e.g., names of months and days, a grid, numbers)*, and informational texts such as a simple "All About____" book *(e.g., labels, headings, pictures)*

Text Patterns

2.2 recognize simple organizational patterns in texts of different types and explain, initially with support and direction, how the patterns help readers understand the texts *(e.g., signal words such as* first, second, then, finally *help to identify time order or sequence)*

Text Features

2.3 identify some text features *(e.g., illustrations, symbols, photographs, title, page number, table of contents)* and explain how they help readers understand texts

Teacher prompts: "How does the title help you understand what you are going to be reading?" "How does an illustration or photograph help you understand what you are reading?"

Elements of Style

2.4 identify some simple elements of style, including voice and word choice, and explain, initially with support and direction, how they help readers understand texts *(e.g., descriptive words help the reader make better mind pictures of the characters or setting in a story)*

Teacher prompt: "What words in the text helped you make a picture in your head?"

3. Reading With Fluency

By the end of Grade 1, students will:

Reading Familiar Words

3.1 automatically read and understand some high-frequency words and words of personal interest or significance, in a variety of reading contexts *(e.g., the same word in different graphic representations such as: on the word wall; in shared-, guided-, and independent-reading texts; on shared- and interactive-writing charts; in personal writing; in a variety of fonts)*

Reading Unfamiliar Words

3.2 predict the meaning of and solve unfamiliar words using different types of cues, including:

- semantic (meaning) cues *(e.g., familiar words, phrases, sentences, and visuals that activate existing knowledge of oral and written language)*;

- syntactic (language structure) cues *(e.g., predictable word order, predictable language patterns, punctuation);*
- graphophonic (phonological and graphic) cues *(e.g., blending and segmenting of individual sounds in words; visual features of words such as shape and orientation; sound-letter relationships for initial, final, and medial sounds; onset and rime; common spelling patterns; words within words)*

Teacher prompt (for cross-checking of cues): "It looks right and sounds right, but does it make sense?"

Reading Fluently

3.3 read appropriate, familiar texts at a sufficient rate and with sufficient expression to convey the sense of the text to the reader *(e.g., make oral reading of a role in a simple readers' theatre script sound like natural speech)*

4. Reflecting on Reading Skills and Strategies

By the end of Grade 1, students will:

Metacognition

4.1 begin to identify, with support and direction, a few strategies they found helpful before, during, and after reading

Teacher prompts: "What do you do to get ready to read a new text?" "What do you do if your reading doesn't make sense to you?" "When you come to a word you don't know, what do you do?" "What strategies help you the most when you are reading?"

Interconnected Skills

4.2 explain, initially with support and direction, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read *(e.g., reading a text independently is easier after hearing it read aloud and/or talking about it in class)*

Teacher prompts: "How does listening to someone else read help you become a better reader?" "How does talking to someone else about what you are reading help you as a reader?" "How does looking at the illustrations help you make sense of what you are reading?"

GRADE 1 | WRITING

OVERALL EXPECTATIONS

By the end of Grade 1, students will:

1. generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
4. reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

SPECIFIC EXPECTATIONS

1. Developing and Organizing Content

By the end of Grade 1, students will:

Purpose and Audience

1.1 identify the topic, purpose, audience, and form for writing, initially with support and direction *(e.g., a personal recount of a past experience, including pictures, to share with family or friends; an "All About the Seasons" book for the class library; labels and captions for a pictograph to share findings with a group after a math investigation)*

Teacher prompts: "What is your writing about?" "Why are you writing?" "Whom are you writing for?"

Developing Ideas

1.2 generate ideas about a potential topic, using a variety of strategies and resources *(e.g., ask questions to identify personal experiences, prior knowledge, and information needs; brainstorm ideas with the class)*

Research

1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources *(e.g., from listening to stories told by family members; from paired sharing with a peer; from observations; from various texts, including teacher read-alouds, mentor texts, and shared-, guided-, and independent-reading texts)*

Classifying Ideas

1.4 sort ideas and information for their writing in a variety of ways, with support and direction *(e.g., by using pictures, labels, key words, hand-drawn or computer graphics, or simple graphic organizers such as a web, a list, or a five-W's framework:* who, what, when, where, why*)*

Organizing Ideas

1.5 identify and order main ideas and supporting details, initially with support and direction, using simple graphic organizers *(e.g., a story ladder, sequence chart)* and simple organizational patterns *(e.g., time order:* first, then, next, finally; *order of importance; beginning, middle, and end)*

Review

1.6 determine, after consultation with the teacher and peers, whether the ideas and information they have gathered are suitable for the purpose *(e.g., use pictures and words to explain their material to a classmate and ask for feedback)*

2. Using Knowledge of Form and Style in Writing

By the end of Grade 1, students will:

Form

2.1 write short texts using a few simple forms *(e.g., a recount of personally significant experiences; a simple report on topics of interest to the writer and identified in non-fiction reading; "How to" books identifying the steps in a procedure such as "How to Make Applesauce", including pictures, symbols, and words; a story modelled on characters and events from stories read; their own variation on a familiar poem, chant, or song; a poster for the classroom)*

Voice

2.2 begin to establish a personal voice in their writing by using pictures and words that convey their attitude or feeling towards the subject or audience *(e.g., use pictures and words that project interest or enthusiasm)*

Word Choice

2.3 use familiar words and phrases to convey a clear meaning *(e.g., some simple, familiar descriptive adjectives of size, feeling, or colour:* The *black* dog was *happy.)*

Sentence Fluency

2.4 write simple but complete sentences that make sense

Point of View

2.5 begin to identify, with support and direction, their point of view and one possible different point of view about the topic

Teacher prompts: "How do you feel about this topic?" "How do you think your friend feels about this topic?" "How can you convey your feelings to your audience?"

Preparing for Revision

2.6 identify elements of their writing that need improvement, including content, organization, and style, using feedback from the teacher and peers

Teacher prompts: "Does this writing make sense to you?" "Does it say what you wanted to say?"

Revision

2.7 make simple revisions to improve the content, clarity, and interest of their written work, using a few simple strategies *(e.g., cut out words or sentences and reorder them to improve clarity; insert words from oral vocabulary and the class word wall or word webs to clarify meaning and/or add interest)*

Producing Drafts

2.8 produce revised draft pieces of writing to meet criteria identified by the teacher, based on the expectations

3. Applying Knowledge of Language Conventions and Presenting Written Work Effectively

By the end of Grade 1, students will:

Spelling Familiar Words

3.1 spell some high-frequency words correctly *(e.g., words from their oral vocabulary, the class word wall, and shared-, guided-, and independent-reading texts)*

Spelling Unfamiliar Words

3.2 spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, and word meanings *(e.g., segment words to identify and record individual sound-symbol correspondences, including short vowels and simple long-vowel patterns; listen for rhyming patterns; look for common letter sequences and onset and rime in frequently used words; make analogies between words that look similar; illustrate words to link meaning to spelling)*

Vocabulary

3.3 confirm spellings and word meanings or word choice using one or two resources *(e.g., find pictures or words in a picture dictionary; locate words on an alphabetical word wall using first letter; refer to class-created word webs posted in the classroom)*

Punctuation

3.4 use punctuation to help communicate their intended meaning, with a focus on the use of: a capital letter at the beginning of a sentence; a period, question mark, or exclamation mark at the end

Grammar

3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: nouns for names of people, places, and things; the personal subject pronouns *I, you, he, she, it, we, they*; verbs to tell what they do and feel; some adjectives; and simple prepositions of place *(e.g., in, on, at, to)*

Proofreading

3.6 proofread and correct their writing using a simple checklist or a few guiding questions posted by the teacher for reference *(e.g., Can I read it? Does it "sound right"? Does it make sense? Are my word wall words spelled correctly?)*

Publishing

3.7 use some appropriate elements of effective presentation in the finished product, such as print, different fonts, graphics, and layout *(e.g., use drawings, photographs, or simple labels to clarify text; print legibly; leave spaces between words)*

Producing Finished Works

3.8 produce pieces of published work to meet criteria identified by the teacher, based on the expectations

4. Reflecting on Writing Skills and Strategies

By the end of Grade 1, students will:

Metacognition

4.1 identify some strategies they found helpful before, during, and after writing *(e.g., during a regular writing conference, respond to teacher prompts about what strategies helped at a specific phase in the writing process; identify strategies used before, during, and after writing on a class anchor chart; identify a strategy for future use on a strategy bookmark or chart)*

Teacher prompts: "What strategy helped you organize your ideas?" "How did you know what words were missing?" "What helped you know what to do when you finished your first draft?"

Interconnected Skills

4.2 describe, with prompting by the teacher, how some of their skills in listening, speaking, reading, viewing, and representing help in their development as writers

Teacher prompts: "How does what you know about reading and different kinds of books help you when you are writing?" "In what way do you think listening to someone else's ideas might help you with your writing?"

Portfolio

4.3 select pieces of writing they think show their best work and explain the reasons for their selection

GRADE 1 | MEDIA LITERACY

OVERALL EXPECTATIONS

By the end of Grade 1, students will:

1. demonstrate an understanding of a variety of media texts;
2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
4. reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

SPECIFIC EXPECTATIONS

1. Understanding Media Texts

By the end of Grade 1, students will:

Purpose and Audience

1.1 identify the purpose and intended audience of some simple media texts *(e.g., this movie tells a story to entertain children; this sign gives information to travellers)*

Teacher prompt: "Who would watch/listen to this? Why?"

Making Inferences/Interpreting Messages

1.2 identify overt and implied messages, initially with support and direction, in simple media texts *(e.g.,*

- *overt message of a toy advertisement showing two boys playing with a car:* This toy is fun; *implied message:* This toy is for boys;*)*
- *overt message of a cartoon:* the violence here is funny and doesn't hurt anyone; *implied message:* violence is acceptable*)*

Teacher prompt: "Let's try to think of an advertisement made for a specific audience – for example, for girls or boys, for mothers, or for teenagers. How do we know that the advertisement is for that audience?"

Responding to and Evaluating Texts

1.3 express personal thoughts and feelings about some simple media works *(e.g., state whether they like or dislike a character in a cartoon, song, or movie; draw a picture of the character in a song)*

Teacher prompt: "What do you like/not like about the story told in this movie? What was your favourite part? How did it make you feel?" "Did the characters in this cartoon use violence to solve problems? Was the violence funny? Is this a good way to solve problems?"

Audience Responses

1.4 describe how different audiences might respond to specific media texts

Teacher prompt: "Would your friends or parents like the same songs, movies, stories, games that you like? Why? Why not?"

Point of View

1.5 begin to identify, with support and direction, whose point of view is presented in a simple media text and suggest a possible alternative perspective *(e.g., a cartoon told from the point of view of a mouse might be told from a cat's viewpoint)*

Production Perspectives

1.6 identify, with support and direction, who makes some of the simple media texts with which they are familiar, and why those texts are produced *(e.g., the government has traffic signs made to protect the safety of travellers and pedestrians; film companies hire manufacturers to produce toys and other products based on popular children's movies and television programs to sell to children)*

Teacher prompt: "Your doll is the main character from your favourite TV show. Do you think the same people who make the TV show made the doll, too? Are there any marks on your doll that tell us who made it?"

2. Understanding Media Forms, Conventions, and Techniques

By the end of Grade 1, students will:

Form

2.1 identify some of the elements and characteristics of a few simple media forms *(e.g., cartoon:* colour, music, animation; *picture book:* cover, printed words, pictures*)*

Teacher prompt: "How are books different from cartoons? How are they the same?"

Conventions and Techniques

2.2 identify, initially with support and direction, the conventions and techniques used in some familiar media forms *(e.g., specific pictures and colours are used in traffic signs to make messages immediately recognizable to drivers and pedestrians; icons are used on computer screens instead of words to help users locate computer functions; jingles and slogans are used in television advertisements to make the messages memorable; background music may be used in a movie to communicate a mood such as suspense or happiness)*

Teacher prompts: "How do colour and size help you notice a sign?" "What happens to the music when the villain appears? What does that tell you? How does it affect you?"

3. Creating Media Texts

By the end of Grade 1, students will:

Purpose and Audience

3.1 identify the topic, purpose, and audience for media texts they plan to create *(e.g., a media text to explain the importance of hand-washing to a Kindergarten class, or to tell the story of a class trip to parents or visitors)*

Teacher prompt: "How can we use photographs to tell the story of our trip? What could we use in addition to the photographs to help visitors understand what we did on our trip?"

Form

3.2 identify an appropriate form to suit the purpose and audience for a media text they plan to create

Teacher prompt: "Which would be a better way to tell the school about an upcoming book sale – a poster or a P.A. announcement by a student? Why?"

Conventions and Techniques

3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create *(e.g., tape-recorded music to reflect the changing scenes or moods in a picture book)*

Teacher prompt: "How will the music help people understand the book?"

Producing Media Texts

3.4 produce some short media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques *(e.g.,*

- *a tape-recorded soundtrack for a story*
- *a sequence of pictures and/or photographs that tells a story*
- *a sign or poster for their classroom or the school*
- *a selection of images downloaded from the Internet to accompany a science project*
- *a collage of items a story character might enjoy or own*
- *an enactment of a scene about a character from a favourite movie)*

4. Reflecting on Media Literacy Skills and Strategies

By the end of Grade 1, students will:

Metacognition

4.1 identify, initially with support and direction, what strategies they found most helpful in making sense of and creating media texts

Teacher prompts: "How did thinking about your audience help you create your poster?" "How did looking at other posters help you come up with ideas for this poster?"

Interconnected Skills

4.2 begin to explain, initially with support and direction, how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts

Teacher prompts: "How did talking about the project with other students help you create a better poster?" "What language skills did you use in creating this media text?"

GRADE 2

GRADE 2 | ORAL COMMUNICATION

OVERALL EXPECTATIONS

By the end of Grade 2, students will:

1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
3. reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

SPECIFIC EXPECTATIONS

1. Listening to Understand

By the end of Grade 2, students will:

Purpose

1.1 identify purposes for listening in a variety of situations, formal and informal, and set personal goals for listening, initially with support and direction *(e.g., to acquire information from a presentation by a guest speaker; to exchange ideas in a small-group discussion; to enjoy and understand poetry)*

Active Listening Strategies

1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a variety of situations *(e.g., demonstrate understanding of when to speak, when to listen, and how much to say; restate what the speaker has said and connect it to their own ideas; express personal interest in what has been said by asking related questions:* I like what ______ said about ______*)*

Teacher prompt: "When First Nations peoples use a talking stick,* a person speaks only when holding the talking stick, while the rest of the group listens. Today we are going to speak and listen in a similar way."

Comprehension Strategies

1.3 identify several listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral texts *(e.g., listen for key words and phrases that signal important ideas; retell an oral text to a partner after a presentation; ask appropriate questions in order to make predictions about an oral text)*

Demonstrating Understanding

1.4 demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea and several interesting details *(e.g., restate a partner's reflections after a think-pair-share activity; identify the important ideas in a group presentation; carry on a sustained conversation on a topic)*

Making Inferences/Interpreting Texts

1.5 use stated and implied information and ideas in oral texts to make simple inferences and reasonable predictions, and support the inferences with evidence from the text

Teacher prompt: "You predicted _______. What clues from the oral text did you use to figure that out?"

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* Talking sticks were originally used by some First Nations peoples to ensure impartial and fair council meetings, but their use is becoming popular again in talking and sentencing circles. A person speaks only when holding the talking stick, while the rest of the group listens silently.

Extending Understanding

1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them *(e.g., talk about their own ideas and experiences related to the topic before listening; connect ideas from oral presentations to related school and community events and/or to other texts with similar topics or themes, including multicultural texts or texts in their own first language)*

Analysing Texts

1.7 identify words or phrases that indicate whether an oral text is fact or opinion, initially with support and direction *(e.g., phrases such as* I think…I feel… *indicate an opinion rather than strictly factual information)*

Point of View

1.8 identify, initially with support and direction, who is speaking in an oral text, and demonstrate an understanding that the speaker has his or her own point of view *(e.g., people, events, and details are viewed differently by different people)*

Teacher prompts: "Does who is talking affect the way the information is presented or the way the story is told?" "How do you know what the speaker's feelings about the topic are? How does that affect you as a listener?" "How might the text change if [character X] were speaking instead?"

Presentation Strategies

1.9 identify some of the presentation strategies used in oral texts and explain how they influence the audience *(e.g., the use of facial expressions helps the listener understand what is being said)*

Teacher prompts: "How does looking at the expression on a speaker's face help you to understand what is being said?" "Does the look on the speaker's face in some way change the meaning of the actual words being spoken?"

2. Speaking to Communicate

By the end of Grade 2, students will:

Purpose

2.1 identify a variety of purposes for speaking *(e.g., to entertain the class; to establish positive personal and learning relationships with peers; to ask questions or explore solutions to problems in small-group and paired activities; to give directions to a partner in a shared activity; to explain to a small group the method used to solve a problem; to share ideas or information in large and small groups)*

Interactive Strategies

2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions *(e.g., make connections to what other group members have said; demonstrate an understanding of when to speak, when to listen, and how much to say)*

Clarity and Coherence

2.3 communicate ideas, opinions, and information orally in a clear, coherent manner using simple but appropriate organizational patterns *(e.g., give an oral account of a current event using the five W's to organize the information; restate the main facts from a simple informational text in correct sequence)*

Appropriate Language

2.4 choose a variety of appropriate words and phrases to communicate their meaning accurately and engage the interest of their audience *(e.g., use descriptive adjectives and adverbs to create vivid images for their audience)*

Vocal Skills and Strategies

2.5 identify some vocal effects, including tone, pace, pitch, and volume, and use them appropriately, and with sensitivity towards cultural differences, to help communicate their meaning *(e.g., adjust volume to suit the purpose for speaking and the size and type of audience)*

Non-Verbal Cues

2.6 identify some non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning

Visual Aids

2.7 use a few different visual aids, *(e.g., photographs, artefacts, a story map)* to support or enhance oral presentations *(e.g., use a family photograph as part of an oral recount of an event; use a story map to retell a story)*

3. Reflecting on Oral Communication Skills and Strategies

By the end of Grade 2, students will:

Metacognition

3.1 identify, initially with support and direction, a few strategies they found helpful before, during, and after listening and speaking

Teacher prompts: "What questions can you ask yourself while listening to be sure that you understand what you hear?" "What can you do after listening to check that you have understood?" "How do you get ready to speak?" "While you are speaking, how do you check whether you are keeping the attention of your audience?"

Interconnected Skills

3.2 identify, initially with support and direction, how their skills as viewers, representers, readers, and writers help them improve their oral communication skills

Teacher prompts: "How does listening make you a better speaker?" "How does viewing texts help you when you are listening?"

READING

OVERALL EXPECTATIONS

By the end of Grade 2, students will:

1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;

2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;

3. use knowledge of words and cueing systems to read fluently;

4. reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

SPECIFIC EXPECTATIONS

1. Reading for Meaning

By the end of Grade 2, students will:

Variety of Texts

1.1 read some different literary texts *(e.g., poetry, folk tales, fairy tales from diverse cultures, stories, books from home in their first language)*, graphic texts *(e.g., simple maps, charts, diagrams, graphs)*, and informational texts *(e.g., "How to" books, non-fiction books about topics of personal interest, electronic texts, primary dictionaries)*

Purpose

1.2 identify several different purposes for reading and choose reading materials appropriate for those purposes *(e.g., picture books for entertainment or reflection, familiar favourite books to build fluency, simple factual and visual texts for research, a picture atlas for information)*

Comprehension Strategies

1.3 identify several reading comprehension strategies and use them before, during, and after reading to understand texts *(e.g., activate prior knowledge to ask questions or make predictions about the topic or story; use visualization to help clarify the sights and sounds referred to in the text; ask questions to monitor understanding during reading; identify important ideas to remember)*

Demonstrating Understanding

1.4 demonstrate understanding of a text by retelling the story or restating information from the text, with the inclusion of a few interesting details *(e.g., retell a story or restate facts in proper sequence or correct time order, with a few supporting details; restate the important ideas from a short informational text about the life cycle of a butterfly in the correct sequence)*

Making Inferences/Interpreting Texts

1.5 use stated and implied information and ideas in texts to make simple inferences and reasonable predictions about them

Teacher prompts: "How did Carmen's actions help us to know how she was feeling in the story?" "The text describes what articles of clothing the character is wearing. How does that information help us predict what the weather conditions might be?"

Extending Understanding

1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them

Teacher prompts: "How is this story like the one we read last week?" "How is our school like the one we are reading about?"

Analysing Texts

1.7 identify the main idea and some additional elements of texts *(e.g., narrative:* characters, setting, problem, solution, events/episodes, resolution; *procedure:* goal, materials, method*)*

Teacher prompts: "What main idea do these two stories share?" "What elements did the author include to make the recipe interesting and still easy to follow?"

Responding to and Evaluating Texts

1.8 express personal thoughts and feelings about what has been read *(e.g., by using visual art or music to communicate their reaction)*

Teacher prompts: "Why do you think what happened to the character was fair/not fair?" "How might you express your feelings about what happened to this character?"

Point of View

1.9 identify, initially with support and direction, the speaker and the point of view presented in a text and suggest one or two possible alternative perspectives *(e.g., develop a narrative or role play to present a story from the point of view of one or two minor characters)*

Teacher prompts: "What do you think the author wants the reader to think?" "How might a different character tell this story?"

2. Understanding Form and Style

By the end of Grade 2, students will:

Text Forms

2.1 identify and describe the characteristics of a few simple text forms, with a focus on literary texts such as a fairy tale *(e.g., plot, characters, setting)*, graphic texts such as a primary dictionary *(e.g., words listed in alphabetical order, simple definitions accompanied by picture clues or diagrams)*, and informational texts such as a "How to" book *(e.g., materials listed in order of use, numbered steps, labels, diagrams)*

Text Patterns

2.2 recognize simple organizational patterns in texts of different types, and explain, initially with support and direction, how the patterns help readers understand the texts *(e.g., numbered steps help the reader follow a procedure or set of instructions correctly)*

Text Features

2.3 identify some text features and explain how they help readers understand texts *(e.g., table of contents, index, chart, illustrations, pictures, diagrams, icons)*

Teacher prompt: "How does the diagram help you understand the explanation?"

Elements of Style

2.4 identify some simple elements of style, including voice, word choice, and different types of sentences, and explain how they help readers understand texts *(e.g., descriptive adjectives help the reader visualize a setting; alliteration helps make ideas or characters stand out:* **r**ed **r**ed **r**obin*)*

3. Reading With Fluency

By the end of Grade 2, students will:

Reading Familiar Words

3.1 automatically read and understand many high-frequency words, some words with common spelling patterns, and words of personal interest or significance, in a variety of reading contexts *(e.g., the same word in different graphic representations such as: on charts or posters; in shared-, guided-, and independent-reading texts; in shared- and interactive-writing texts; in personal writing and the writing of their peers)*

Reading Unfamiliar Words

3.2 predict the meaning of and quickly solve unfamiliar words using different types of cues, including:

- semantic (meaning) cues *(e.g., familiar words, phrases, sentences, and visuals that activate existing knowledge of oral and written language)*;
- syntactic (language structure) cues *(e.g., word order, language patterns, punctuation)*;

- graphophonic (phonological and graphic) cues *(e.g., letter clusters within words; onset and rime; common spelling patterns; words within words; visual features of words such as shape or size)*

Teacher prompt (for cross-checking of cues): "The word does have the same beginning sound (***br**ight* and ***br**ought*) but does it make sense in this sentence?"

Reading Fluently

3.3 read appropriate texts at a sufficient rate and with sufficient expression to convey the sense of the text to the reader and to an audience *(e.g., make oral reading sound like spoken language, with the appropriate pauses, stops, and starts indicated by the punctuation)*

Teacher prompt: "Can you make your reading sound just as if you are talking?"

4. Reflecting on Reading Skills and Strategies

By the end of Grade 2, students will:

Metacognition

4.1 identify, initially with support and direction, a few strategies that they found helpful before, during, and after reading

Teacher prompts: "What questions do you ask yourself to check and see whether you understand what you are reading? What do you do if you don't understand?" "When you come to a word or phrase you don't know, what strategies do you use to solve it? How do you check to see if you were right?"

Interconnected Skills

4.2 explain, initially with support and direction, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read *(e.g., reading a text independently is easier after discussing the topic with a partner and/or talking about it in a group)*

Teacher prompt: "How do discussions before reading help you get ready to read about new topics?"

GRADE 2 | WRITING

OVERALL EXPECTATIONS

By the end of Grade 2, students will:

1. generate, gather, and organize ideas and information to write for an intended purpose and audience;

2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;

3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;

4. reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

SPECIFIC EXPECTATIONS

1. Developing and Organizing Content

By the end of Grade 2, students will:

Purpose and Audience

1.1 identify the topic, purpose, audience, and form for writing *(e.g., a fairy tale to entertain another class; the procedure for fire drills to inform the class; a poster to promote a favourite book or movie)*

Teacher prompts: "What is your writing about?" "Why are you writing?" "Whom are you writing for?"

Developing Ideas

1.2 generate ideas about a potential topic, using a variety of strategies and resources *(e.g., formulate and ask questions such as the five W's* [who, what, when, where, why] *to identify personal experiences, prior knowledge, and information needs; brainstorm ideas with a partner)*

Research

1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources *(e.g., from discussions with family and friends; from a variety of texts, including teacher read-alouds, mentor texts, shared-, guided-, and independent-reading texts, and media texts)*

Classifying Ideas

1.4 sort ideas and information for their writing in a variety of ways, with support and direction *(e.g., by using simple graphic organizers such as webs or a Venn diagram)*

Organizing Ideas

1.5 identify and order main ideas and supporting details, using graphic organizers *(e.g., a story grammar:* characters, setting, problem, solution; *a sequential chart:* first, then, next, finally*)* and organizational patterns *(e.g., problem-solution, chronological order)*

Review

1.6 determine whether the ideas and information they have gathered are suitable for the purpose, and gather new material if necessary *(e.g., use a graphic organizer to explain their material to a classmate and ask for feedback to identify gaps)*

2. Using Knowledge of Form and Style in Writing

By the end of Grade 2, students will:

Form

2.1 write short texts using several simple forms *(e.g., a friendly letter; a factual recount of a scientific or mathematical* *investigation; a recipe describing the procedure for cooking a favourite food; directions for playing a game; a paragraph describing the physical characteristics of an animal; an original story or an extension of a familiar story, modelled on stories read; their own variation on a patterned poem; an advertisement for a toy)*

Voice

2.2 establish a personal voice in their writing, with a focus on using familiar words that convey their attitude or feeling towards the subject or audience *(e.g., words that convey admiration for a character:* a cool person*)*

Word Choice

2.3 use familiar words and phrases to communicate relevant details *(e.g., a sequence of adjectives:* The *big, brown* bear…*)*

Sentence Fluency

2.4 use a variety of sentence types *(e.g., questions, statements, exclamations)*

Point of View

2.5 identify, initially with support and direction, their point of view and one or more possible different points of view about the topic

Teacher prompt: "How do you feel about this topic? How do you think other people – such as children from a different country or grandparents – might feel about this topic? How will you share these feelings in your writing?"

Preparing for Revision

2.6 identify elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on content and word choice

Teacher prompts: "Do you have enough information to support your ideas?" "Are there any other words that you could use to create a better word picture for your audience?"

Revision

2.7 make simple revisions to improve the content, clarity, and interest of their written work, using several types of strategies *(e.g., reordering sentences to present information in a more logical sequence; adding linking words to connect ideas; replacing general words with concrete, specific words/phrases)*

Teacher prompt: "What linking words could you use to connect two ideas?" "What words could you add to create a more vivid picture for the reader?"

Producing Drafts

2.8 produce revised, draft pieces of writing to meet criteria identified by the teacher, based on the expectations

3. Applying Knowledge of Language Conventions and Presenting Written Work Effectively

By the end of Grade 2, students will:

Spelling Familiar Words

3.1 spell many high-frequency words correctly *(e.g., words from their oral vocabulary, anchor charts, the class word wall, and shared-, guided-, and independent-reading texts)*

Spelling Unfamiliar Words

3.2 spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling *(e.g., spell words out loud; segment words into clusters of letters to hear onset and rime; sort words by common sound patterns and/or letter sequences; link letters to words:* You *hear* with your *ear; follow rules for adding endings to base words when the spelling doesn't change; use word meanings to help spell simple contractions and homophones:* bear/bare*)*

Vocabulary

3.3 confirm spellings and word meanings or word choice using a few different types of resources *(e.g., locate words in alphabetical order by using first and second letters in a primary dictionary, on a word wall, or in an online picture dictionary)*

Punctuation

3.4 use punctuation to help communicate their intended meaning, with a focus on the use of: question marks, periods, or exclamation marks at the end of a sentence; commas to mark pauses; and some uses of quotation marks

Grammar

3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: proper nouns for local, provincial, and national place names and for holidays; the personal object pronouns *me, you, him, her, us, them;* adjectives to describe a noun; verbs in the simple present and past tenses; joining words *(e.g., and, but);* simple prepositions of place and time *(e.g., under, with, before, after)*

Proofreading

3.6 proofread and correct their writing using a simple checklist or a few guiding questions developed with the teacher and posted for reference *(e.g., Does each sentence make sense? Are the ideas and information presented in a logical order? Does each sentence begin with a capital letter and end with a period, question mark, or exclamation mark? What resources can I use to check the spelling of a word if it doesn't look right?)*

Publishing

3.7 use some appropriate elements of effective presentation in the finished product, including print, different fonts, graphics, and layout *(e.g., use legible printing, spacing, margins, varied print size, and colour for emphasis; include a simple labelled diagram in a report; supply a caption for a photograph or illustration)*

Producing Finished Works

3.8 produce pieces of published work to meet criteria identified by the teacher, based on the expectations

4. Reflecting on Writing Skills and Strategies

By the end of Grade 2, students will:

Metacognition

4.1 identify some strategies they found helpful before, during, and after writing *(e.g., use a writer's notebook to record ideas for writing, new and interesting words, graphic organizers that could be used again)*

Teacher prompts: "How do you generate your ideas for writing?" "What helps you to get organized for writing?"

Interconnected Skills

4.2 describe, with prompting by the teacher, how some of their skills in listening, speaking, reading, viewing, and representing help in their development as writers

Teacher prompts: "How does your conventions notebook help you as a writer?" "How does listening to stories help you when you are writing?" "How might the television programs you watch help you as a writer?"

Portfolio

4.3 select pieces of writing that they think show their best work and explain the reasons for their selection

GRADE 2 | MEDIA LITERACY

OVERALL EXPECTATIONS

By the end of Grade 2, students will:

1. demonstrate an understanding of a variety of media texts;
2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
4. reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

SPECIFIC EXPECTATIONS

1. Understanding Media Texts

By the end of Grade 2, students will:

Purpose and Audience

1.1 identify the purpose and intended audience of some simple media texts *(e.g., this television commercial is designed to sell breakfast cereal to parents or soft drinks to children or teens; this picture book of nature stories is aimed at children who are interested in animals)*

Teacher prompts: "Who would enjoy this?" "Who would learn from this?"

Making Inferences/Interpreting Messages

1.2 identify overt and implied messages in simple media texts *(e.g.,*

- *overt message of an advertisement for shoes:* Great athletes wear these shoes; *implied message:* If you want to be like these athletes, buy these shoes;
- *overt message on a billboard advertising brand-name clothing:* These attractive people wear this brand of clothing; *implied messages:* Wearing this brand of clothing will make you attractive too; clothing makes the person;
- *overt message in a superhero cartoon:* The hero is a tall, strong man; *implied message:* Tall, strong men are like heroes*)*

Teacher prompt: "What is this advertisement telling us? Do you believe its messages?" "What do the heroes and villains look like in the cartoons you watch? What does this suggest?"

Responding to and Evaluating Texts

1.3 express personal thoughts and feelings about simple media works and explain their responses *(e.g., explain why a particular DVD/video or licensed character toy or game is more or less appealing to them than another, similar product)*

Teacher prompt: "Tell me three things that make this game more fun to play than that one. Do you think both girls and boys would like both of these games?"

Audience Responses

1.4 describe how different audiences might respond to specific media texts

Teacher prompt: "Who do you think is the main audience for Saturday morning cartoons? Do your parents watch them? Who watches sporting events on television in your or your friends' families? Who seems most interested in car advertisements? Do you think some of these things are interesting to various groups of people?"

Point of View

1.5 identify, initially with support and direction, whose point of view *(e.g., that of the hero, the villain, the narrator)* is presented in a simple media text and suggest how the text might change if a different point of view were used

Teacher prompt: "Who is telling this story? How would the story be different if another character were telling the story?"

Production Perspectives

1.6 identify, initially with support and direction, who makes some of the simple media texts with which they are familiar, and why those texts are produced *(e.g., film production companies produce movies to entertain audiences and to make money; companies produce advertisements to persuade consumers to buy their products)*

Teacher prompt: "How do we know who produces the T-shirts with logos or slogans that we wear, or the dolls we like to play with?"

2. Understanding Media Forms, Conventions, and Techniques

By the end of Grade 2, students will:

Form

2.1 identify some of the elements and characteristics of selected media forms *(e.g., a television commercial uses speech, sound effects, and moving images to sell a product or service; a print advertisement uses words and pictures to sell a product or service; in a television news broadcast, an anchor and reporters report information about events that have actually happened, and use film or video clips from real locations around the world to illustrate those events)*

Conventions and Techniques

2.2 identify the conventions and techniques used in some familiar media forms *(e.g., cartoons use animation and sound to make fantasy characters seem real; cereal boxes use bright, strong colours, bold type, and inviting pictures of servings of the cereal to attract customers' attention)*

Teacher prompt: "What do you notice about the colours, images, and print on the cereal boxes? How might the message be different if the colours or images were changed?"

3. Creating Media Texts

By the end of Grade 2, students will:

Purpose and Audience

3.1 identify the topic, purpose, and audience for media texts they plan to create *(e.g., an advertisement to interest both boys and girls in buying an action toy)*

Form

3.2 identify an appropriate form to suit the purpose and audience for a media text they plan to create *(e.g., a photo essay or collage to commemorate a class event or celebration)*

Teacher prompt: "Would a photo essay or a collage tell the story best? How else could we keep a record of the event?"

Conventions and Techniques

3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create *(e.g., a book cover with appropriate lettering for the title and author's name and a cover illustration depicting a scene or artefact from the story; sound effects or a soundtrack for a dramatization of a poem)*

Producing Media Texts

3.4 produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques (*e.g.,*

- *an advertisement for a healthy snack food*
- *a board game based on the plot and characters of a favourite book or television show*
- *a sequence of pictures and/or photographs telling the story of a class event or celebration*
- *a story illustrated with diagrams and digital images*
- *a weather report with illustrations and captions*
- *a selection of background music and sound effects to accompany a picture book that will be read aloud to the class*
- *a role play of an interview between a reporter and a fictional character in a movie)*

4. Reflecting on Media Literacy Skills and Strategies

By the end of Grade 2, students will:

Metacognition

4.1 identify, initially with support and direction, what strategies they found most helpful in making sense of and creating media texts

Teacher prompt: "How did choosing music to go with the story help you understand the story or poem better? Would you choose to do this again? Why? Why not?"

Interconnected Skills

4.2 explain, initially with support and direction, how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts

Teacher prompt: "Think about your project. How many different language skills did you use?"

GRADE **3**

GRADE 3 | ORAL COMMUNICATION

OVERALL EXPECTATIONS

By the end of Grade 3, students will:

1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
3. reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

SPECIFIC EXPECTATIONS

1. Listening to Understand

By the end of Grade 3, students will:

Purpose

1.1 identify purposes for listening in a variety of situations, formal and informal, and set personal goals related to listening tasks *(e.g., to explore ideas in a book club discussion; to understand and empathize with a favourite character in a play; to express an opinion or offer advice to a partner during a peer conference)*

Active Listening Strategies

1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in order to contribute meaningfully and work constructively in groups *(e.g., demonstrate an understanding of when to speak, when to listen, and how much to say; make connections between personal experiences and the contributions of other group members; ask relevant questions to clarify information and ideas)*

Comprehension Strategies

1.3 identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of oral texts *(e.g., list the important ideas in a poem or story read in class; ask questions to monitor understanding of an oral text; visualize and sketch to clarify understanding of an oral text)*

Demonstrating Understanding

1.4 demonstrate an understanding of the information and ideas in a variety of oral texts by identifying important information or ideas and some supporting details *(e.g., paraphrase a partner's reflections after a think-pair-share activity; paraphrase the important ideas in a play; engage in relevant dialogue after an oral presentation; create a poster/art work representing the important ideas in a poem or song)*

Making Inferences/Interpreting Texts

1.5 distinguish between stated and implied ideas in oral texts *(e.g., distinguish between the actual words and the emphasis placed on them by the speaker)*

Teacher prompts: "How does the emphasis that the speaker places on specific words or phrases help you understand what is being said?" "Why do you think the speaker spoke those words so loudly?" "How does the way the speaker chooses to say words change the meaning of what he or she says?"

Extending Understanding

1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them *(e.g., brainstorm to connect a topic to their background knowledge of the topic; compare oral texts with similar* *themes from different cultures; connect messages in oral texts to social issues of relevance to the class)*

Analysing Texts

1.7 identify and explain the importance of significant ideas and information in oral texts *(e.g., rank information in order of importance; compare key aspects of two oral texts using a Venn diagram; represent the main elements of an oral text on a web organizer or story map)*

Point of View

1.8 identify the point of view in different types of oral texts and cite words, phrases, ideas, and information from the texts that confirm their identification *(e.g., the use of first- or third-person personal pronouns in a narrative; the selective use of facts on a given topic; the use of words and phrases that indicate generalizations:* all, every, always, never, every single time*)*

Teacher prompts: "What helped you determine the point of view in this text?" "What evidence do you have that this is the speaker's point of view?" "Has the speaker used language that includes everyone?" "Is this point of view a common one in our world today?"

Presentation Strategies

1.9 identify some of the presentation strategies used in oral texts and explain how they influence the audience *(e.g., intonation, eye contact)*

Teacher prompts: "Do you think the speaker used intonation and eye contact in an appropriate and effective way? How did they influence your response?" "What other strategies might be effective in engaging or influencing the audience?"

2. Speaking to Communicate

By the end of Grade 3, students will:

Purpose

2.1 identify a variety of purposes for speaking *(e.g., to entertain an audience; to establish positive personal and learning relationships with peers; to ask questions or explore solutions to problems in small-group and paired activities; to explain to a small group how to play a new game; to present to the class an item or event of personal interest; to share ideas or information in order to contribute to understanding in large or small groups)*

Interactive Strategies

2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including small- and large-group discussions *(e.g., paraphrase or restate other group members' contributions; acknowledge another person's point of view; link their responses to the topic of conversation and/or what was said by the previous speaker)*

Clarity and Coherence

2.3 communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a logical sequence *(e.g., use an organizational pattern such as comparison or chronological order in presenting a short oral report)*

Appropriate Language

2.4 choose a variety of appropriate words and phrases, including descriptive words and some technical vocabulary, and a few elements of style, to communicate their meaning accurately and engage the interest of their audience *(e.g., use alliteration for emphasis; use comparatives such as* like, instead of, however, the same as, compared to, unlike *to clarify similarities and differences; use appropriate technical terms when explaining a scientific investigation)*

Vocal Skills and Strategies

2.5 identify some vocal effects, including tone, pace, pitch, and volume, and use them appropriately, and with sensitivity towards cultural differences, to help communicate their meaning *(e.g., pause in appropriate places long enough to allow others to respond during dialogue with peers or in small groups)*

Non-Verbal Cues

2.6 identify some non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning

Visual Aids

2.7 use a variety of appropriate visual aids *(e.g., overheads, diagrams, graphic organizers, charts, artefacts)* to support or enhance oral presentations *(e.g., use a large-size labelled diagram to illustrate an explanation of how soil erodes)*

3. Reflecting on Oral Communication Skills and Strategies

By the end of Grade 3, students will:

Metacognition

3.1 identify, in conversation with the teacher and peers, what strategies they found most helpful before, during, and after listening and speaking

Teacher prompts: "What questions do you ask yourself after listening to check that you have understood?" "How do you check to be sure that the audience understands what you are saying?"

Interconnected Skills

3.2 identify, in conversation with the teacher and peers, how their skills as viewers, representers, readers, and writers help them improve their oral communication skills

Teacher prompts: "How does speaking make you a better listener?" "How does seeing a television program on a topic help you when you are discussing that topic in class?" "Does learning new words from your reading help you when you are listening to oral texts?"

GRADE 3 | READING

OVERALL EXPECTATIONS

By the end of Grade 3, students will:

1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;

2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;

3. use knowledge of words and cueing systems to read fluently;

4. reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

SPECIFIC EXPECTATIONS

1. Reading for Meaning

By the end of Grade 3, students will:

Variety of Texts

1.1 read a variety of literary texts *(e.g., fables, traditional Aboriginal stories, poetry, chapter books, adventure stories, letters, diaries)*, graphic texts *(e.g., comic books, posters, charts, tables, maps, graphs)*, and informational texts *(e.g., "How to" books, print and electronic reference sources, magazine articles)*

Purpose

1.2 identify a variety of purposes for reading and choose reading materials appropriate for those purposes *(e.g., comic books and adventure stories for entertainment and interest, trade books to find information and answer questions, dictionaries to find word meanings and pronunciation, atlases for specific information about the world, newspapers for information on current events)*

Comprehension Strategies

1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts *(e.g., activate prior knowledge through brainstorming and/or developing mind maps; ask questions to focus reading and clarify understanding; use visualization to clarify details about such things as homes and clothing of early settlers; use pictures to confirm understanding of printed text)*

Demonstrating Understanding

1.4 demonstrate understanding of a variety of texts by identifying important ideas and some supporting details *(e.g., restate important ideas and some related details from an informational text about early settlers; retell a story giving details about specific elements of the text such as setting, characters, and theme)*

Making Inferences/Interpreting Texts

1.5 make inferences about texts using stated and implied ideas from the texts as evidence

Teacher prompts: "Using information from the story opening, what can you infer about the outcome of the game?" "How do you think the other characters will react to the actions of the main character?" "Why do you think early settlers chose wood to build their homes? Is there any evidence in the text to explain this?"

Extending Understanding

1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them

Teacher prompts: "How are homes in this book the same as or different from homes today?" "Do you know of other reasons why trees are important besides the reasons mentioned in the book?"

Analysing Texts

1.7 identify specific elements of texts and explain how they contribute to the meaning of the texts *(e.g., narrative:* setting, characters, plot, theme; *explanation of a procedure:* procedure to be explained, sequence of steps*)*

Teacher prompts: "In what way does knowing more about the characters help you to understand the text?" "How does identifying the setting in the text help you as a reader?" "Why is it important to have the steps in a specific sequence?"

Responding to and Evaluating Texts

1.8 express personal opinions about ideas presented in texts *(e.g., identify traits they admire in the characters; comment on actions taken by characters)*

Teacher prompts: "Do any of the characters in this story remind you of someone you know?" "What do you think about the way this story ends?"

Point of View

1.9 identify the point of view presented in a text and suggest some possible alternative perspectives *(e.g., retell the story from the point of view of someone other than the author)*

Teacher prompts: "How does the author show his/her point of view on this poster?" "How might the story have been different if the main character had been a girl instead of a boy or a senior instead of a child?"

2. Understanding Form and Style

By the end of Grade 3, students will:

Text Forms

2.1 identify and describe the characteristics of a variety of text forms, with a focus on literary texts such as a fable or adventure story *(e.g., plot development, characters, setting)*, graphic texts such as a comic book *(e.g., speech bubbles, illustrations, captions)*, and informational texts such as a nature magazine *(e.g., table of contents, diagrams, photographs, labels, captions)*

Text Patterns

2.2 recognize a few organizational patterns in texts of different types, and explain how the patterns help readers understand the texts *(e.g., classification/grouping of ideas in a report or a factual recount)*

Teacher prompt: "How does this pattern help you understand the text?"

Text Features

2.3 identify a variety of text features and explain how they help readers understand texts *(e.g., table of contents, charts and chart titles, headings, an index, a glossary, graphs, illustrations, pictures, diagrams, hyperlinks, a menu)*

Teacher prompt: "What is the purpose of a glossary in a non-fiction text? How could you use it to help you understand the text?"

Elements of Style

2.4 identify some elements of style, including voice, word choice, and different types of sentences, and explain how they help readers understand texts *(e.g., different sentence types make the text more interesting for the reader and help the author express different kinds of ideas –* questions *express or stimulate curiosity;* exclamations *convey emotions such as surprise or excitement)*

3. Reading With Fluency

By the end of Grade 3, students will:

Reading Familiar Words

3.1 automatically read and understand most high-frequency words, many regularly used words, and words of personal interest or significance, in a variety of reading contexts *(e.g., words from grade-level texts; terminology used regularly in discussions and posted on anchor charts;* ***words from shared-, guided-, and independent-reading texts, and some regularly used resource materials in the curriculum subject areas)***

Reading Unfamiliar Words

3.2 predict the meaning of and rapidly solve unfamiliar words using different types of cues, including:

- semantic (meaning) cues (*e.g., prefixes, suffixes, base words, phrases, sentences, and visuals that activate existing knowledge of oral and written language*);
- syntactic (language structure) cues *(e.g., word order, language patterns, punctuation)*;
- graphophonic (phonological and graphic) cues *(e.g., onset and rime; syllables; similarities between words with common spelling patterns and unknown words; words within words)*

Teacher prompt (for cross-checking of cues): "Does the word sound right and make sense given your understanding of the text?"

Reading Fluently

3.3 read appropriate texts at a sufficient rate and with sufficient expression to convey the sense of the text readily to the reader and an audience *(e.g., read a poem for two voices with a partner, using appropriate phrasing and expression)*

4. Reflecting on Reading Skills and Strategies

By the end of Grade 3, students will:

Metacognition

4.1 identify, initially with some support and direction, what strategies they found most helpful before, during, and after reading and how they can use these and other strategies to improve as readers

Teacher prompts: "What questions do you ask yourself to make sure you are understanding what you are reading?" "How do you know if you are on the right track?" "When you come to a word or phrase you don't understand, how do you solve it?" "How do you figure out what information is important to remember?" "What do you do when you get confused during reading?"

Interconnected Skills

4.2 explain, initially with some support and direction, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read

Teacher prompts: "How does hearing a similar text read aloud help you when you read a new text independently?" "How does knowing specific words or phrases from speaking or listening help you as a reader?" "How does dialogue with the teacher or peers in conferences help you as a reader?" "What do you know about writing that helps you as a reader?"

GRADE 3 | WRITING

OVERALL EXPECTATIONS

By the end of Grade 3, students will:

1. generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
4. reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

SPECIFIC EXPECTATIONS

1. Developing and Organizing Content

By the end of Grade 3, students will:

Purpose and Audience

1.1 identify the topic, purpose, audience, and form for writing *(e.g., an original fable, modelled on the structures and conventions of fables read, to entertain the class; a scientific explanation demonstrating how some common levers make work easier, for a peer group; a labelled map with a legend identifying the key components of an early settlement in Upper Canada, to accompany a small-group project)*

Teacher prompts: "What is your writing about?" "Why are you writing?" "Whom are you writing for?"

Developing Ideas

1.2 generate ideas about a potential topic, using a variety of strategies and resources *(e.g., formulate and ask questions to identify personal experiences, prior knowledge, and information needs and to guide searches for information; brainstorm and record ideas on the topic)*

Research

1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources *(e.g., from discussions with family and friends; from teacher read-alouds, mentor texts, shared-, guided-, and independent-reading texts, and media texts)*

Classifying Ideas

1.4 sort ideas and information for their writing in a variety of ways *(e.g., by using graphs, charts, webs, outlines, or lists)*

Organizing Ideas

1.5 identify and order main ideas and supporting details into units that could be used to develop a short, simple paragraph, using graphic organizers *(e.g., a story grammar, a T-chart, a paragraph frame)* and organizational patterns *(e.g., comparison, chronological order)*

Review

1.6 determine whether the ideas and information they have gathered are relevant and adequate for the purpose, and gather new material if necessary *(e.g., discuss the content with a peer or reading buddy; review material using a story map or web)*

2. Using Knowledge of Form and Style in Writing

By the end of Grade 3, students will:

Form

2.1 write short texts using a variety of forms *(e.g., a personal or factual recount of events or experiences that includes photographs or drawings and captions; a report comparing transportation in urban and rural communities; a paragraph explaining how physical geography and natural resources affected the development of early settler communities; a letter from the point of view of a settler, describing how First Nations people have taught the settlers to adapt to their new environment; a familiar story told from a new perspective; a patterned poem using rhyme or repetition)*

Voice

2.2 establish a personal voice in their writing, with a focus on using concrete words and images to convey their attitude or feeling towards the subject or audience *(e.g., words used literally or figuratively to communicate intensity of feeling:* a shiver *of excitement;* hot *anger)*

Word Choice

2.3 use words and phrases that will help convey their meaning as specifically as possible *(e.g., comparative adjectives such as* smaller, smallest*; adverbs)*

Sentence Fluency

2.4 vary sentence structures and maintain continuity by using joining words *(e.g., and, or)* to combine simple sentences and using words that indicate time and sequence to link sentences *(e.g., first, then, next, before, finally, later)*

Point of View

2.5 identify their point of view and other possible points of view on the topic, and determine if their information supports their own view

Teacher prompt: "What supporting details have you included for your point of view? Would this point of view be accepted by others? Why, or why not?"

Preparing for Revision

2.6 identify elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on specific features *(e.g., a strong opening or "lead"; the clarity of the main idea)*

Teacher prompts: "Can you think of another way you might get the attention of your audience at the beginning?" "Have you provided enough detail to support your main idea?"

Revision

2.7 make revisions to improve the content, clarity, and interest of their written work, using several types of strategies *(e.g., reordering sentences, removing repetition or unnecessary information, adding material needed to clarify meaning, adding or substituting words to increase interest, adding linking words or phrases to highlight connections between ideas, using gender-neutral language as appropriate)*

Teacher prompts: "What similar words or phrases could you use instead of…?" "What time order words might help clarify the sequence of events in your story?"

Producing Drafts

2.8 produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions

3. Applying Knowledge of Language Conventions and Presenting Written Work Effectively

By the end of Grade 3, students will:

Spelling Familiar Words

3.1 spell familiar words correctly *(e.g., words from their oral vocabulary, anchor charts, the class word wall, and shared-, guided-, and independent-reading texts)*

Spelling Unfamiliar Words

3.2 spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling *(e.g., pronounce a word as it is spelled:* Wed-nes-day*; make analogies to rhyming words; apply knowledge of short-vowel and long-vowel patterns;*

cluster words by visual similarities; follow rules for changing base words when adding common endings: hope/hoping, slam/slammed; *use memory aids such as visualization)*

Vocabulary

3.3 confirm spellings and word meanings or word choice using several different types of resources *(e.g., locate words in an alphabetized personal word book or dictionary using first, second, third, and fourth letters, entry words, or pronunciation; use a variety of dictionaries, such as a rhyming dictionary or a dictionary of synonyms and antonyms; use a thesaurus to find alternative words)*

Punctuation

3.4 use punctuation to help communicate their intended meaning, with a focus on the use of: quotation marks to indicate direct speech; commas to mark grammatical boundaries within sentences; capital letters and final punctuation to mark the beginning and end of sentences

Grammar

3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: proper nouns for titles *(e.g., of businesses, teams)*; the possessive pronouns *my, mine, your, yours, his, her, hers, its;* action verbs in the present and simple past tenses; adjectives and adverbs; question words *(e.g., when, where, why, how)*

Proofreading

3.6 proofread and correct their writing using guidelines developed with peers and the teacher *(e.g., a checklist modified in a teacher-student conference to support individual writing strengths and indicate next steps; a posted class writing guideline)*

Publishing

3.7 use some appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout *(e.g., use legible printing and some cursive writing; use different font sizes and colours on a poster to attract attention; use proper paragraph form including spacing and margins; supply captions for photographs)*

Producing Finished Works

3.8 produce pieces of published work to meet identified criteria based on the expectations related to content, organization, style, use of conventions, and use of presentation strategies

4. Reflecting on Writing Skills and Strategies

By the end of Grade 3, students will:

Metacognition

4.1 identify what strategies they found most helpful before, during, and after writing and what steps they can take to improve as writers *(e.g., use a writer's notebook to record ideas, sources for future reference, and useful types of organizers for sorting information)*

Teacher prompts: "How does your writer's notebook help you generate ideas for writing?" "How did you choose the resources you used? How were they helpful?" "What strategy did you use to organize your information before you began writing?"

Interconnected Skills

4.2 describe, with prompting by the teacher, how some of their skills in listening, speaking, reading, viewing, and representing help in their development as writers

Teacher prompts: "How does what you know about reading help you when you are writing?" "How does listening to or viewing different kinds of texts help you generate ideas for writing?"

Portfolio

4.3 select pieces of writing that they think show their best work and explain the reasons for their selection

GRADE 3 | MEDIA LITERACY

OVERALL EXPECTATIONS

By the end of Grade 3, students will:

1. demonstrate an understanding of a variety of media texts;

2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;

3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;

4. reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

SPECIFIC EXPECTATIONS

1. Understanding Media Texts

By the end of Grade 3, students will:

Purpose and Audience

1.1 identify the purpose and intended audience of some media texts *(e.g., this magazine is aimed at children/teens/adults; these boxes for DVDs/videos are aimed at the parents of very young children)*

Teacher prompt: "Who is this intended for? Who else would like it? Who would not like it? Why, or why not?"

Making Inferences / Interpreting Messages

1.2 use overt and implied messages to draw inferences and make meaning in simple media texts *(e.g., overt message of toys, clothing, or games associated with movies, television shows, or books:* This product is closely connected to the characters you admire in your favourite book; *implied message:* If you own this product, you will be more closely connected to your favourite book and more like the characters you admire*)*

Teacher prompts: "What things do you have that are related to a TV show, a movie, or a book? What do they mean to you?" "Are the roles of girls and boys similar or different in the television shows that you watch?"

Responding to and Evaluating Texts

1.3 express personal opinions about ideas presented in media texts *(e.g., respond to the messages in a public service announcement about recycling; explain why the Internet safety rules outlined in a school pamphlet are important)*

Teacher prompt: "Do you agree or disagree with the message that we all have a responsibility to reduce, reuse, and recycle? Why?" "Why do parents worry about Internet safety? What online rules should you know?"

Audience Responses

1.4 describe how different audiences might respond to specific media texts *(e.g., select a magazine that appeals to them, predict the responses of different age groups or of children from different countries to the magazine, and explain the reasons for their predictions)*

Teacher prompt: "Why do you like the magazine? Who else would like it? Why? Who would not like it? Why not?"

Point of View

1.5 identify whose point of view is presented or reflected in a media text and suggest how the text might change if a different point of view were used *(e.g., a poster advertising the zoo aimed at younger children might emphasize baby* *animals, whereas one aimed at adults or older children might emphasize unusual or dangerous animals)*

Teacher prompt: "Who is the intended audience for this poster? How do you know? Whose perspective is reflected? Whose perspective is not reflected?"

Production Perspectives

1.6 identify who produces selected media texts and why those texts are produced *(e.g., companies design eye-catching logos so their products will be immediately recognizable to people; designers produce clothes as fashion statements and to make money)*

Teacher prompt: "Where do we often find logos?"

2. Understanding Media Forms, Conventions, and Techniques

By the end of Grade 3, students will:

Form

2.1 identify elements and characteristics of some media forms *(e.g., newspapers use print and mostly black-and-white photographs; television news coverage has colour, sound, and "live" action reporting; cartoons use animated drawings of characters, while movies and plays use live actors)*

Teacher prompt: "What would you look for in a television news show that you wouldn't find in a newspaper? And vice versa?"

Conventions and Techniques

2.2 identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning *(e.g., DVDs/videos use dialogue, music, and sound effects to help explain the visual images; picture books use illustrations, layout, and different kinds of print to help explain and dramatize the printed words)*

Teacher prompt: "Watch a section of this DVD without the sound. Watch again with sound. How does the soundtrack help convey the message?"

3. Creating Media Texts

By the end of Grade 3, students will:

Purpose and Audience

3.1 identify the topic, purpose, and audience for media texts they plan to create *(e.g., a collage of images conveying the mood of a poem to help classmates understand the poem)*

Teacher prompts: "How will understanding the mood help us understand the poem's meaning?" "Which of the images in the collage help us understand the poem better?"

Form

3.2 identify an appropriate form to suit the specific purpose and audience for a media text they plan to create *(e.g., a tape-recorded interview to present a classmate's opinion about a favourite show, toy, or game)*

Teacher prompt: "Why would a tape-recording be better than a written record of the interview?"

Conventions and Techniques

3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create *(e.g., a pamphlet about a unit of study could require titles, headings, subheadings, captions, different font sizes, colour, and illustrations)*

Teacher prompt: "How can you use these features to help you communicate your ideas effectively?"

Producing Media Texts

3.4 produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques *(e.g.,*

- *a series of video stills or photographs about a topic of their choice to display to the class*
- *a simple slide show for a multimedia presentation to a younger class*
- *a tape-recorded interview with a classmate about a favourite show, toy, or game*

- *a comic strip for publication in a class newsletter*
- *a skit, including sound effects, based on a photograph*
- *a compilation of images from magazines, newspapers, or the Internet that convey the mood of a poem or song*
- *an illustrated pamphlet about a unit of study*
- *a storyboard for the climactic scene in a short story*
- *a scrapbook of images from newspapers, magazines, posters, the Internet, and so on, illustrating camera shots from different angles and distances)*

4. Reflecting on Media Literacy Skills and Strategies

By the end of Grade 3, students will:

Metacognition

4.1 identify, initially with support and direction, what strategies they found most helpful in making sense of and creating media texts

Teacher prompt: "What skills did you use to understand this book/video/Internet site? Would you use your skills differently or the same way the next time you view a similar work?"

Interconnected Skills

4.2 explain, initially with support and direction, how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts

Teacher prompt: "What language skills did you need to use to make sense of the video? How does your knowledge of fiction and non-fiction help you understand videos/movies/DVDs?"

OVERVIEW OF GRADES 4 TO 6

The expectations for Grades 4 to 6 focus on students' ability to use their knowledge and skills in listening, speaking, reading, writing, viewing, and representing to understand, critically analyse, and communicate a broad range of information and ideas from and about their multicultural, multimedia environment.

Junior students' language knowledge comes from their life experiences and prior knowledge and from the foundational language knowledge and skills acquired in the primary school years. The expectations in the junior years build upon this foundation. Because the base of knowledge, experience, and skills varies from student to student, it is important for instruction to be differentiated to meet the needs of individuals and small groups of students.

Language instruction in the junior years is designed to engage students in meaningful interactions with a wide variety of texts. They look beyond the literal meaning of texts and observe what is present and what is missing, in order to analyse and evaluate an author's intent. Junior students learn to identify and explore multiple perspectives, question the messages in texts, and look at issues related to fairness, equity, and social justice. They analyse the structure and elements of a variety of text forms, and create a variety of oral, print, and media texts in order to communicate their own ideas and opinions for a variety of purposes and audiences. Junior students develop their abilities to monitor their own learning and select appropriate strategies that will help them to make sense of and create increasingly complex and/or challenging texts for personally relevant purposes. They consciously use the knowledge, skills, and strategies from one strand to support their learning in the other three strands. They reflect on and talk about the strategies that have helped them construct meaning and communicate successfully in all strands and identify steps they can take to improve. Real, purposeful talk is not only an essential component of the language curriculum; it needs to be threaded throughout every day and across the curriculum to promote the transfer of language knowledge, skills, and strategies to learning across the curriculum.

In all four strands, teachers explicitly teach and model the use of the knowledge, skills, and strategies most relevant to the particular strand. Explicit teaching and modelling help students to identify the skills and strategies they need in order to become proficient language users and move towards achievement of the expectations. Initially, students engage in rehearsal through shared, guided, and independent practice; eventually, they demonstrate independently their achievement of the learning expectations through multiple, diverse learning opportunities and activities.

Appropriate instructional texts are central to students' development of the knowledge, skills, and strategies embedded in the expectations across the language strands. Oral, print, and media texts that are designed to support and challenge students at their individual level of language development will enhance the benefits of appropriately scaffolded instruction. It is important to ensure that, in addition to the materials provided for instruction, students are able to choose from a wide range of texts that are engaging and relevant to their personal experiences and interests as readers, writers, and viewers. All texts chosen for instruction should be worthy of study, and promote antidiscriminatory education.

Junior students should have access to culturally diverse oral, print, and media texts that allow them to explore more complex topics or issues related to fairness, equity, and social justice, more subtle or abstract themes, and particular genres; that use a variety of organizational patterns and features; and that require inference and analysis. Oral texts such as dramatic presentations, oral reports, think-alouds, commentaries, poetry readings, speeches, monologues, and song lyrics; print texts such as short stories, series books, biographies, chapter books, non-fiction books, sports magazines, graphic novels, diaries, poetry, myths, and legends; and media texts such as movie trailers, graphic designs for various products, newspaper or magazine articles, video games, comic books, flyers, posters, websites, and e-mails provide a variety of sources to motivate and engage diverse groups of students.

The level of challenge represented by a specific text will vary from reader to reader because individual students bring their own unique experiences, perspectives, and backgrounds to a text. To facilitate junior students' ability to use the appropriate skills and strategies to construct meaning from and analyse increasingly complex and/or challenging texts, print texts for shared or guided instruction and independent reading should have a range of levels of difficulty with respect to organizational patterns, language structures, themes, vocabulary, and length; and a range of features such as hooks for interest, dialogue, illustrations, book or chapter leads, and tables of contents.

Modelled, shared, and guided learning experiences provide the instructional support junior students need to communicate increasingly complex ideas and information using a greater variety of oral, written, and media forms. Students' knowledge of many different text forms – including personal recounts, reports, formal and persuasive letters, summaries, explanations, reviews, fables, legends, fantasies, brochures, advertisements, and websites – enable them to select and use appropriate forms, language patterns, words, conventions, and stylistic elements to communicate effectively for a variety of purposes and audiences.

GRADE 4

GRADE 4 | ORAL COMMUNICATION

OVERALL EXPECTATIONS

By the end of Grade 4, students will:

1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
3. reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

SPECIFIC EXPECTATIONS

1. Listening to Understand

By the end of Grade 4, students will:

Purpose

1.1 identify purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks *(e.g., to summarize the theme of a small-group drama presentation; to record important details about an upcoming event announced on the radio; to clarify suggestions for improvements in a peer writing conference)*

Active Listening Strategies

1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups *(e.g., demonstrate an understanding of when to speak, when to listen, and how much to say; summarize information and ideas from a small-group meeting; ask relevant questions to clarify meaning and link responses appropriately to the topic of conversation; adapt listening behaviour to the requirements of informal social settings and more formal settings)*

Comprehension Strategies

1.3 identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of oral texts *(e.g., make notes to summarize what has been heard; use graphic organizers, diagrams, or sketches to record information or ideas presented orally; prepare for a visit to the theatre by activating prior knowledge of the structure of a play and discussing the subject of the play with peers)*

Demonstrating Understanding

1.4 demonstrate an understanding of the information and ideas in a variety of oral texts by summarizing important ideas and citing important details *(e.g., present an oral report to the class after listening to a guest speaker; use a graphic organizer to map the important ideas in a text; represent the important ideas of an oral text through visual art, music, or drama)*

Making Inferences/Interpreting Texts

1.5 make inferences using stated and implied ideas in oral texts *(e.g., listen "between the lines" to detect bias in an oral text)*

Extending Understanding

1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them *(e.g., relate the topic of an oral presentation to prior knowledge and information from personal experiences,* *articles, movies, stories, or television shows; ask questions about relevant stated and implied details; relate the ideas of other speakers in a dialogue group to their own experiences; use role play and drama to connect the themes and emotions depicted in an oral text to real-life situations)*

Analysing Texts

1.7 analyse oral texts and explain how specific elements in them contribute to meaning *(e.g., ideas and information, body language, tone of voice)*

Teacher prompt: "How did the speaker's body language and tone of voice contribute to the meaning?"

Point of View

1.8 identify the point of view presented in oral texts and ask questions about possible bias *(e.g., identify the use of words and/or phrases that signal generalizations or stereotypes about gender, culture, ability, or age)*

Teacher prompts: "Whose point of view is presented in this poem?" "Whose point of view is excluded?" "Does this reflect the way the world is today?" "How might this text be different if another point of view were presented?"

Presentation Strategies

1.9 identify the presentation strategies used in oral texts and analyse their effect on the audience *(e.g., the use of emotive language)*

Teacher prompt: "Do you think this type of emotive language influences the audience in the way the speaker intends?"

2. Speaking to Communicate

By the end of Grade 4, students will:

Purpose

2.1 identify a variety of purposes for speaking *(e.g., to entertain a wider school audience; to establish positive personal and learning relationships with peers; to ask questions or explore solutions to problems in small-group and paired activities; to solicit opinions and react to information and ideas in a discussion or dialogue group; to explain to another person how something works; to summarize and comment on an event or oral text for the class; to clarify and organize thinking in order to contribute to understanding in large and small groups)*

Interactive Strategies

2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions *(e.g., acknowledge and extend other group members' contributions; make relevant and constructive comments on the contributions of other group members)*

Clarity and Coherence

2.3 communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form *(e.g., respond in an appropriate order to multi-part, higher-level questions in a student-teacher conference or a group discussion; explain the results of research in an oral presentation, including a statement of the research focus, the procedures followed, and the conclusions reached; use an organizational pattern such as chronological order or cause and effect to present ideas in a dialogue or discussion)*

Appropriate Language

2.4 use appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory terms, and appropriate elements of style, to communicate their meaning accurately and engage the interest of their audience *(e.g., use evaluative terms to clarify opinions and for emphasis; use descriptive words to give specificity and detail to personal anecdotes; use humour or emotive language to engage the audience's interest or sympathy)*

Vocal Skills and Strategies

2.5 identify some vocal effects, including tone, pace, pitch, volume, and a range of sound effects, and use them appropriately and with sensitivity towards cultural differences to help communicate their meaning *(e.g., adjust the pace of speaking for effect and to hold the listener's attention)*

Non-Verbal Cues

2.6 identify some non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning *(e.g., use body language, such as moving closer, leaning forward, nodding or shaking their head for emphasis, to connect with their audience)*

Visual Aids

2.7 use a variety of appropriate visual aids *(e.g., CDs or DVDs, computer-generated graphic organizers, concrete materials, artefacts)* to support or enhance oral presentations *(e.g., use pictures or samples of different kites to illustrate a talk on how to build a kite)*

3. Reflecting on Oral Communication Skills and Strategies

By the end of Grade 4, students will:

Metacognition

3.1 identify, in conversation with the teacher and peers, what strategies they found most helpful before, during, and after listening and speaking and what steps they can take to improve their oral communication skills

Teacher prompts: "What strategies do you use to monitor your listening to be sure that you are understanding the speaker?" "If, after listening, you think you don't understand, what steps do you take to clear up your confusion?" "How do you identify the things that you do well as a speaker and what you would like to improve upon?"

Interconnected Skills

3.2 identify, in conversation with the teacher and peers, how their skills as viewers, representers, readers, and writers help them improve their oral communication skills

Teacher prompts: "How can viewing media texts help you as a listener or speaker?" "How can reading texts from different cultures help you connect to your audience as a speaker?"

GRADE 4 | READING

OVERALL EXPECTATIONS

By the end of Grade 4, students will:

1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;

2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;

3. use knowledge of words and cueing systems to read fluently;

4. reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

SPECIFIC EXPECTATIONS

1. Reading for Meaning

By the end of Grade 4, students will:

Variety of Texts

1.1 read a variety of texts from diverse cultures, including literary texts *(e.g., myths, plays, short stories, chapter books, letters, diaries, poetry)*, graphic texts *(e.g., graphic novels, diagrams, brochures, graphs and graphic organizers, charts and tables, maps)*, and informational texts *(e.g., textbooks, non-fiction books on a range of topics, print and online newspaper and magazine articles or reviews, print and online encyclopedias and atlases, electronic texts such as e-mails or zines)*

Purpose

1.2 identify a variety of purposes for reading and choose reading materials appropriate for those purposes *(e.g., letters and diaries for information and new ideas, leisure/hobby books and magazines for recreation and interest, print and online magazine or newspaper articles to research a current issue, instructions or information about how to play a computer game)*

Comprehension Strategies

1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts *(e.g., activate prior knowledge through brainstorming; ask questions to focus or clarify reading; use visualization to clarify details about such things as the sights, sounds, and smells in a medieval castle; make and confirm predictions based on evidence from the text; synthesize ideas during reading to generate a new understanding of a text)*

Demonstrating Understanding

1.4 demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details *(e.g., make an outline of a section from a textbook in another subject to prepare for a test)*

Making Inferences/Interpreting Texts

1.5 make inferences about texts using stated and implied ideas from the texts as evidence

Teacher prompts: "What does the graphic show that the text doesn't tell you?" "If you just saw the picture without the speech bubble/text box, what would you think?" "What does the author want you to realize when she says…?"

Extending Understanding

1.6 extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them

Teacher prompts: "Are there personal connections that you can make to the events in the text?" "How are other books by this author similar to the one we are reading?" "Which other books/movies/articles/online texts share a similar topic/theme/point of view?"

Analysing Texts

1.7 analyse texts and explain how specific elements in them contribute to meaning *(e.g., narrative:* characters, setting, main idea, problem/challenge and resolution, plot development; *review:* statement of opinion, reasons for opinion, concluding statement*)*

Teacher prompts: "How does the author use the setting to establish the mood of the text? Is it effective?" "How does the author use the opening paragraph to establish a framework for the book review?"

Responding to and Evaluating Texts

1.8 express opinions about the ideas and information in texts and cite evidence from the text to support their opinions

Teacher prompts: "Do you agree with the decisions made by the main character in the story?" "What is your opinion of this newspaper article? What evidence in the text supports your opinion?"

Point of View

1.9 identify the point of view presented in a text, citing supporting evidence from the text, and suggest some possible alternative perspectives *(e.g., identify words or phrases that reveal the point of view presented; write a letter or use role play to present the perspective of a character whose voice is not heard in the text)*

Teacher prompt: "Whose voice/opinion is missing from this text? Why do you think it has been left out of the text? What words might you give to this missing voice?"

2. Understanding Form and Style

By the end of Grade 4, students will:

Text Forms

2.1 explain how the particular characteristics of various text forms help communicate meaning, with a focus on literary texts such as a diary or journal *(e.g., first-person record of events, thoughts, and feelings, usually in prose, gives a personal perspective on events; dated daily or weekly entries provide context)*, graphic texts such as a brochure *(e.g., headings, subheadings, text boxes, photographs, lists, and maps clarify and highlight important material)*, and informational texts such as an encyclopedia *(e.g., table of contents, glossary, index, headings, and subheadings help the reader use key words to locate information)*

Text Patterns

2.2 recognize a variety of organizational patterns in texts of different types and explain how the patterns help readers understand the texts *(e.g., comparison in an advertisement; cause and effect in a magazine or newspaper article)*

Text Features

2.3 identify a variety of text features and explain how they help readers understand texts *(e.g., the back cover copy for a book helps readers decide whether the book will interest them; titles, subtitles, captions, labels, a menu allow the reader to skim a text to get a general idea of what it is about)*

Elements of Style

2.4 identify various elements of style – including alliteration, descriptive adjectives and adverbs, and sentences of different types, lengths, and structures – and explain how they help communicate meaning *(e.g., alliteration and rhythm can emphasize ideas or help convey a mood or sensory impression)*

3. Reading With Fluency

By the end of Grade 4, students will:

Reading Familiar Words

3.1 automatically read and understand high-frequency words, most regularly used words, and words of personal interest or significance in a variety of reading contexts *(e.g., words from grade-level texts; terminology used regularly in discussions and posted on anchor charts; words from shared-, guided-, and independent-reading texts and some regularly used resource materials in the curriculum subject areas)*

Reading Unfamiliar Words

3.2 predict the meaning of and rapidly solve unfamiliar words using different types of cues, including:

- semantic (meaning) cues *(e.g., prefixes, suffixes, base words, phrases, sentences, and visuals that activate existing knowledge of oral and written language);*
- syntactic (language structure) cues *(e.g., word order; language patterns such as those for regular and irregular plurals, possessives, and contractions; punctuation);*
- graphophonic (phonological and graphic) cues *(e.g., familiar words within larger words:* high*light*, en*light*en*; recognizable sequences of letters within long words:* spacious, conscious, delicious*)*

Reading Fluently

3.3 read appropriate texts at a sufficient rate and with sufficient expression to convey the sense of the text readily to the reader and an audience *(e.g., read orally in role as part of a readers' theatre, using appropriate phrasing and expression)*

4. Reflecting on Reading Skills and Strategies

By the end of Grade 4, students will:

Metacognition

4.1 identify, in conversations with the teacher and peers or in a reader's notebook, what strategies they found most helpful before, during, and after reading and how they can use these and other strategies to improve as readers

Teacher prompts: "How do you check to be sure that you are understanding while you read?" "What helps you identify the important ideas while you are reading?" "What helps you 'read between the lines'?" "How do you know if you are not understanding?" "What 'fix-up' strategies work effectively for you?"

Interconnected Skills

4.2 explain, in conversations with the teacher and peers or in a reader's notebook, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read *(e.g., orally summarizing what has been read helps a reader to check on understanding; engaging in dialogue about a text helps the reader understand other perspectives and interpretations of a text)*

Teacher prompt: "How does conferencing with a peer or the teacher about a text help you understand the text better?"

GRADE 4 | WRITING

OVERALL EXPECTATIONS

By the end of Grade 4, students will:

1. generate, gather, and organize ideas and information to write for an intended purpose and audience;

2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;

3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;

4. reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

SPECIFIC EXPECTATIONS

1. Developing and Organizing Content

By the end of Grade 4, students will:

Purpose and Audience

1.1 identify the topic, purpose, and audience for a variety of writing forms *(e.g., a cinquain or shape poem modelled on the structures and style of poems read, to contribute to a student poetry anthology for the school library; a set of directions to complete a science experiment on pulleys and gears, for a class presentation; a timeline of significant events in the writer's life, to accompany a biography for a class collection)*

Teacher prompts: "How will you identify your topic?" "What is the purpose of your writing?" "What formwill best suit the purpose?" "Who will your audience be?"

Developing Ideas

1.2 generate ideas about a potential topic using a variety of strategies and resources *(e.g., brainstorm; formulate and ask questions to identify personal experiences, prior knowledge, and information needs)*

Research

1.3 gather information to support ideas for writing using a variety of strategies and oral, print, and electronic sources *(e.g., identify key words to help narrow their searches; cluster ideas; develop a plan for locating information; scan texts for specific information, including teacher read-alouds, mentor texts, reference texts, shared-, guided-, and independent-reading texts, and media texts)*

Classifying Ideas

1.4 sort and classify ideas and information for their writing in a variety of ways *(e.g., by underlining key words and phrases; by using graphic and print organizers such as mind maps, concept maps, timelines, jot notes, bulleted lists)*

Organizing Ideas

1.5 identify and order main ideas and supporting details and group them into units that could be used to develop a summary, using a variety of graphic organizers *(e.g., a Venn diagram, a paragraph frame)* and organizational patterns *(e.g., generalization with supporting information, cause and effect)*

Review

1.6 determine whether the ideas and information they have gathered are relevant and adequate for the purpose, and do more research if necessary *(e.g., discuss material with a peer or adult using a KWHLW organizer:* What do I know? What do I want to learn? How will I find out? What have I learned? What do I still want to know?; *compare their material to the content of similar texts)*

2. Using Knowledge of Form and Style in Writing

By the end of Grade 4, students will:

Form

2.1 write more complex texts using a variety of forms *(e.g., a storyboard using captions and photographs or drawings to recount a significant event in their life; a report, including jot notes, comparing the environments of two or more regions in Canada; a letter to the author about the student's reaction to a particular text; a summary of the role of a medieval person; a review of a book or website; an original folk tale, fairy tale, or tall tale, or an extension of an existing tale; a board game related to a unit of study)*

Voice

2.2 establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood such as amusement *(e.g., use simple irony to poke fun at themselves:* "Lucky me. I got to do the dishes."*)*

Word Choice

2.3 use specific words and phrases to create an intended impression *(e.g., comparative adjectives such as* faster*; words that create specific effects through sound, as in alliteration for emphasis:* **r**otten **r**ain*)*

Sentence Fluency

2.4 use sentences of different lengths and structures *(e.g., complex sentences incorporating conjunctions such as* because, so, if*)*

Point of View

2.5 identify their point of view and other possible points of view on the topic, and determine whether their information sufficiently supports their own view

Teacher prompt: "Have you included enough details that support your point of view? What facts or details that you have left out would challenge your point of view?"

Preparing for Revision

2.6 identify elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on specific features *(e.g., logical organization, depth of content)*

Teacher prompts: "How might you reorganize the information to make it easier for the audience to understand?" "Are there clear links between your ideas?" "Can you add one sentence that would help clarify your main idea?"

Revision

2.7 make revisions to improve the content, clarity, and interest of their written work, using several types of strategies *(e.g., reordering sentences; removing repetition or unnecessary information; changing the sequence of ideas and information and adding material if appropriate; adding transition words and phrases to link sentences and/or paragraphs and improve the flow of writing; adding or substituting words from other subject areas, word lists, and a variety of sources, such as a dictionary or thesaurus and the Internet, to clarify meaning or add interest; checking for and removing negative stereotypes, as appropriate)*

Teacher prompts: "What words or phrases could you use to help the reader follow your thinking more easily?" "What descriptive words could you add to make your characters come alive for the reader?"

Producing Drafts

2.8 produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions

3. Applying Knowledge of Language Conventions and Presenting Written Work Effectively

By the end of Grade 4, students will:

Spelling Familiar Words

3.1 spell familiar words correctly *(e.g., words from their oral vocabulary, anchor charts, and shared-, guided-, and independent-reading texts; words used regularly in instruction across the curriculum)*

Spelling Unfamiliar Words

3.2 spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling *(e.g., pronounce the silent letters in words:* **k**-now; *divide long words into manageable chunks; make connections between words with similar spellings; apply knowledge of vowel patterns to new words; apply knowledge of letter patterns and rules for forming regular and irregular plurals and possessive contractions; identify roots in related words:* explore, explorer, exploration; *highlight the differences between similar words; use mnemonics:* **t**win *is* **t**wo*)*

Vocabulary

3.3 confirm spellings and word meanings or word choice using different types of resources appropriate for the purpose *(e.g., locate words in online and print dictionaries using alphabetical order, entry words, guide words, pronunciation, and homographs; use a variety of dictionaries such as a dictionary of idioms or homonyms; use a thesaurus to find alternative words)*

Punctuation

3.4 use punctuation appropriately to help communicate their intended meaning, with a focus on the use of: the apostrophe to indicate possession, and quotation marks to indicate direct speech

Grammar

3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: common and proper nouns; verbs in the simple present, past, and future tenses; adjectives and adverbs; subject/verb agreement; prepositions; and conjunctions *(e.g., since, through, until)*

Proofreading

3.6 proofread and correct their writing using guidelines developed with peers and the teacher *(e.g., an editing checklist specific to the writing task; a posted class writing guideline)*

Publishing

3.7 use some appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout *(e.g., use legible printing and some cursive writing; use a variety of font sizes and colours to distinguish headings and subheadings from the body of the text; supply detailed labels for diagrams in a report; include graphs such as a bar graph or a pie graph)*

Producing Finished Works

3.8 produce pieces of published work to meet identified criteria based on the expectations related to content, organization, style, use of conventions, and use of presentation strategies

4. Reflecting on Writing Skills and Strategies

By the end of Grade 4, students will:

Metacognition

4.1 identify what strategies they found most helpful before, during, and after writing and what steps they can take to improve as writers

Teacher prompts: "Explain how you used the thesaurus to help with your revisions." "How does keeping a writer's notebook help you plan your next steps for writing?"

Interconnected Skills

4.2 describe, with prompting by the teacher, how their skills in listening, speaking, reading, viewing, and representing help in their development as writers

Teacher prompts: "How does your experience of variety of texts help you as a writer?" "In what way is talking before writing helpful to you?" "How does it help you to listen to someone else read your writing?"

Portfolio

4.3 select pieces of writing that they think reflect their growth and competence as writers and explain the reasons for their choice

GRADE 4 | MEDIA LITERACY

OVERALL EXPECTATIONS

By the end of Grade 4, students will:

1. demonstrate an understanding of a variety of media texts;
2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
4. reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

SPECIFIC EXPECTATIONS

1. Understanding Media Texts

By the end of Grade 4, students will:

Purpose and Audience

1.1 identify the purpose and audience for a variety of media texts *(e.g., this print advertisement is designed to interest children in taking karate lessons; this website is designed to provide information to fans about a favourite singer; this CD cover is designed to attract classical music fans/pop fans/rap fans)*

Teacher prompt: "Why do you think this text was created? What age, gender, cultural group is it aimed at? How do you know?"

Making Inferences/Interpreting Messages

1.2 use overt and implied messages to draw inferences and construct meaning in media texts *(e.g., overt message on packaging for a video game:* In this adventure game, characters take big risks and perform amazing deeds; *implied message:* If you buy this game, you can share in the excitement and be more like the daring characters*)*

Teacher prompts: "What messages on the packaging make you think you would like to play this game? What do the images on the package make you think about? Which do you think influence you more – the overt messages or the implied messages?" "On television, what characteristics are shared by positive role models?"

Responding to and Evaluating Texts

1.3 express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their opinions *(e.g., "I think this documentary about lions is one-sided because it only shows them as predators"; defend an opinion about whether or not a sitcom or video game reflects reality)*

Teacher prompts: "Which elements of this sitcom (or video game) seemed realistic and believable to you? Why? Did anything seem exaggerated?" "Do the characters in the program accurately represent the diversity of society? Explain."

Audience Responses

1.4 explain why different audiences might respond differently to specific media texts *(e.g., examine children's books or video games that have been rated as suitable for different age groups and suggest reasons for the ratings)*

Teacher prompt: "Find the age rating for a DVD/video/game that you enjoy. Is it fair? Why/why not?"

Point of View

1.5 identify whose point of view is presented or reflected in a media text, citing supporting evidence from the text, and suggest how the text might change if a different point of view were used *(e.g., explain how the point of view reflected in an advertisement is conveyed and describe how the advertisement might change to reflect the point of view of a different audience; describe how a TV show might change if it were told from the point of view of a different character)*

Teacher prompts: "What kinds of images would you use in this advertisement for a children's breakfast cereal if you wanted parents to buy the cereal?" "From whose point of view is your favourite television show presented?"

Production Perspectives

1.6 identify who produces various media texts and the reason for their production *(e.g., the government produces public service announcements, and the media broadcast them at no charge, to protect citizens' safety and the public interest; arts groups produce posters to advertise upcoming events; publishers produce newspapers to provide information, influence people's thinking, and make money)*

Teacher prompt: "Where would we find a public service announcement?" "How do people access or acquire newspapers?"

2. Understanding Media Forms, Conventions, and Techniques

By the end of Grade 4, students will:

Form

2.1 identify elements and characteristics of some media forms *(e.g., a television game show:* game host/hostess, contestants, prizes; *a television nature program:* outdoor setting, wildlife "actors", voice-over narration, background music; *a billboard:* frame, large surface area, colour, images, graphics, words, font, punctuation*)*

Teacher prompts: "What would you expect to see in a game-show program? A nature program?" "What aspect of this billboard caught your immediate attention?"

Conventions and Techniques

2.2 identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning *(e.g., movies and videos use camera close-ups to show details, medium and long shots to put people and objects in perspective, high and low camera angles to create illusions of size or artistic effects, environmental sounds for realistic effects, background music to suggest a mood)*

Teacher prompt: "What kind of music would you use in a commercial for bicycles? Why?"

3. Creating Media Texts

By the end of Grade 4, students will:

Purpose and Audience

3.1 describe in detail the topic, purpose, and audience for media texts they plan to create *(e.g., an album of camera shots to help classmates understand the uses of different camera angles and distances in photography and/or film)*

Form

3.2 identify an appropriate form to suit the specific purpose and audience for a media text they plan to create *(e.g., a poster advertising a school science fair; a flyer to encourage students to participate in the fair)*

Teacher prompt: "Why is a poster better to advertise the fair and a flyer better to tell students how to participate?"

Conventions and Techniques

3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create *(e.g., a board game related to a unit of study from a curriculum subject area could include a list of game rules; a board showing the game name, movement path, obstacles, and finish line; and visual details that will appeal to the intended audience)*

Teacher prompt: "What are the essential components of this form? Have you included them all?"

Producing Media Texts

3.4 produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques *(e.g.,*

- *an album of camera shots showing the different angles and distances and commenting on their uses*
- *a poem, announcement, or flyer produced electronically by combining word-processed text with pictures and/or photographs*
- *a mock television commercial for a favourite cereal, toy, or book*
- *a newspaper article that includes a photograph and headline*
- *a board game related to a unit of study from a curriculum subject area such as science or health*
- *a picture book to accompany a unit of study for a younger grade*
- *a storyboard identifying the sound effects, images, and dialogue to be used in filming a scene from a novel)*

4. Reflecting on Media Literacy Skills and Strategies

By the end of Grade 4, students will:

Metacognition

4.1 identify, initially with support and direction, what strategies they found most helpful in making sense of and creating media texts, and explain how these and other strategies can help them improve as media viewers/listeners/producers

Teacher prompt: "What skills do you use, before, during, and after you work with or create a media text? Be sure to consider all the skills required for texts that have more than one form: for example, television uses sound, visual images, and sometimes print."

Interconnected Skills

4.2 explain, initially with support and direction, how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts

Teacher prompt: "Does reading and writing about a story after seeing the movie or DVD give you new ideas about what you saw?"

GRADE **5**

GRADE 5 | ORAL COMMUNICATION

OVERALL EXPECTATIONS

By the end of Grade 5, students will:

1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
3. reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

SPECIFIC EXPECTATIONS

1. Listening to Understand

By the end of Grade 5, students will:

Purpose

1.1 identify a range of purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks *(e.g., to understand learning strategies modelled by the teacher during think-alouds; to develop a response to a commentary on an issue; to share information and ideas about a topic with peers during conversations, discussions, and meetings; to become familiar with and appreciate the sounds of different types of poetry)*

Active Listening Strategies

1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a range of situations, including work in groups *(e.g., ask questions to clarify understanding before responding; affirm and build on the ideas of others; summarize and respond constructively to ideas expressed by others; use brief vocal prompts to signal agreement or interest during conversations:* Yes; Say that again, please; Tell me more*)*

Comprehension Strategies

1.3 identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of oral texts *(e.g., ask questions about facts, inferences, and value judgements to focus and clarify understanding of the themes in an oral text; summarize and synthesize ideas to deepen understanding of an oral text; use self-questioning and predict questions that might be asked to monitor understanding while listening)*

Demonstrating Understanding

1.4 demonstrate an understanding of the information and ideas in oral texts by summarizing important ideas and citing a variety of supporting details *(e.g., summarize an episode of a favourite television program for a small group; summarize the ideas in a book read aloud to the class)*

Making Inferences / Interpreting Texts

1.5 make inferences about oral texts using stated and implied ideas in the texts as evidence *(e.g., ask questions to generate inferences about an oral text:* What would happen if…? I wonder what was meant by…?*)*

Extending Understanding

1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them *(e.g., relate the content of* *an oral presentation to that of books, articles, movies, television shows, or videos on the same topic; discuss issues related to the topic of an oral text; use role play and drama to explore ideas, emotions, or issues presented in oral texts)*

Analysing Texts

1.7 analyse oral texts and explain how specific elements in them contribute to meaning *(e.g., ideas and information, word choice, tone of voice, pace of delivery, body language)*

Teacher prompt: "Did the speaker's tone of voice communicate a different message from his or her actual words?"

Point of View

1.8 identify the point of view presented in oral texts and ask questions to identify missing or possible alternative points of view *(e.g., use drama or role play to explore the perspective of the minor characters in a play; respond to a speaker who expresses an alternative point of view on an issue; ask a variety of people for their views about a topic)*

Teacher prompts: "How would the content of this text change if it were presented from a different point of view?" "How would the language the author uses need to change to reflect a different point of view?" "What other voices do you think should be heard on this topic?" "Is the text fair?"

Presentation Strategies

1.9 identify a range of presentation strategies used in oral texts and analyse their effect on the audience *(e.g., the use of emotive language, one-sided arguments, or exaggerated claims)*

Teacher prompt: "Why do you think the speaker repeats that phrase so often?"

2. Speaking to Communicate

By the end of Grade 5, students will:

Purpose

2.1 identify a variety of purposes for speaking *(e.g., to justify opinions and thinking in discussion and dialogue groups; to ask questions or explore solutions to problems in small groups; to share information or ideas about a topic with a group; to share data; to entertain; to interact in social situations; to contribute meaningfully and work constructively in groups)*

Interactive Strategies

2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large-group discussions *(e.g., ask questions to clarify understanding before responding; respond to a group member's comment by making a personal connection to their own experience; show awareness of and sensitivity towards the background and experiences of other group members when expressing their own views)*

Clarity and Coherence

2.3 communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form *(e.g., present an argument that has a clearly stated purpose, point-by-point development, and relevant supporting details)*

Appropriate Language

2.4 use appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory language, and stylistic devices suited to the purpose, to communicate their meaning accurately and engage the interest of their audience *(e.g., use evocative images, personal anecdotes, quotations, vocabulary from curriculum subject areas, and appropriate technical terminology to achieve particular effects)*

Vocal Skills and Strategies

2.5 identify some vocal effects, including tone, pace, pitch, volume, and a variety of sound effects, and use them appropriately and with sensitivity towards cultural differences to help communicate their meaning *(e.g., use a formal or informal tone as required by the context)*

Non-Verbal Cues

2.6 identify a variety of non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning *(e.g., use facial expression appropriately to indicate agreement or confusion during a discussion)*

Visual Aids

2.7 use a variety of appropriate visual aids *(e.g., posters, charts, maps, globes, computer-generated organizers)* to support or enhance oral presentations *(e.g., use ministry-licensed software to create a Venn diagram to compare two different biographies)*

3. Reflecting on Oral Communication Skills and Strategies

By the end of Grade 5, students will:

Metacognition

3.1 identify, in conversation with the teacher and peers, what strategies they found most helpful before, during, and after listening and speaking and what steps they can take to improve their oral communication skills

Teacher prompts: "How do you check to be sure you understand correctly what others are saying during a discussion?" "How do you make decisions about when to speak and when to listen?"

Interconnected Skills

3.2 identify, in conversation with the teacher and peers, how their skills as viewers, representers, readers, and writers help them improve their oral communication skills

Teacher prompts: "What have you learned as a writer that you can use to make your oral presentations more effective?" "What do you think the connection is between your experience as a reader and your ability to understand what you hear?"

GRADE 5 | READING

OVERALL EXPECTATIONS

By the end of Grade 5, students will:

1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;

2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;

3. use knowledge of words and cueing systems to read fluently;

4. reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

SPECIFIC EXPECTATIONS

1. Reading for Meaning

By the end of Grade 5, students will:

Variety of Texts

1.1 read a variety of texts from diverse cultures, including literary texts *(e.g., short stories, poetry, myths, culturally focused legends, plays, biographies, novels)*, graphic texts *(e.g., graphic novels, hobby or sports magazines, advertisements, logos, atlases, graphic organizers, charts and tables)*, and informational texts *(e.g., editorials, reports, biographies, textbooks and other non-fiction materials, print and online articles, personal electronic and online texts such as e-mails)*

Purpose

1.2 identify a variety of purposes for reading and choose reading materials appropriate for those purposes *(e.g., an online or print encyclopedia article for background information, dictionaries to clarify word meanings, biographies for information about authors or historical figures, print and online newspapers/magazines for information on current issues, e-mail and text messages from friends)*

Comprehension Strategies

1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts *(e.g., activate prior knowledge through asking questions about or discussing a topic; develop mind maps to explore ideas; ask questions to focus reading; use visualization to clarify details of a character, scene, or concept in a text; make predictions about a text based on reasoning and related reading; reread to confirm or clarify meaning)*

Demonstrating Understanding

1.4 demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details *(e.g., topic sentence and supporting points in paragraphs, reports, online and print newspaper articles, restaurant or cafeteria menus; theme and supporting plot details in short stories, myths, and fairy tales)*

Making Inferences/Interpreting Texts

1.5 use stated and implied ideas in texts to make inferences and construct meaning

Teacher prompts: "What do you think will happen based on what the author has told you so far?" "What is the author suggesting 'between the lines'?"

Extending Understanding

1.6 extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them

Teacher prompts: "How does your experience of a similar situation help you understand this character's choices?" "How does what you are reading now compare to what you have already read on this topic?"

Analysing Texts

1.7 analyse texts and explain how various elements in them contribute to meaning *(e.g., narrative:* character development, plot development, mood, theme; *report:* introduction, body, conclusion*)*

Teacher prompts: "What devices did the author use to try to make you sympathize with the character? Were they effective?" "How did the author tie the concluding paragraph to the opening statement?"

Responding to and Evaluating Texts

1.8 make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their views *(e.g., sort and classify information from a text to see what conclusions it supports or suggests; create a profile of a character based on stated or implied information in the text)*

Teacher prompt: "Do you think this character's actions accurately reveal his thoughts? What evidence from the text supports your conclusion?"

Point of View

1.9 identify the point of view presented in texts, ask questions to identify missing or possible alternative points of view, and suggest some possible alternative perspectives *(e.g., ask why the perspective of certain characters in a story is not presented and include some missing voices in a dramatization of a text; with a partner, role-play an interview with a person who represents one of the missing voices)*

Teacher prompts: "Whose point of view is fully explored? Why?" "Do you see any evidence of stereotyping in this text?"

2. Understanding Form and Style

By the end of Grade 5, students will:

Text Forms

2.1 analyse a variety of text forms and explain how their particular characteristics help communicate meaning, with a focus on literary texts such as short stories *(e.g., how character, setting, and plot illustrate the theme)*, graphic texts such as a logo *(e.g., how the elements work together to convey a message)*, and informational texts such as a movie review *(e.g., how the "lead" is used to signal whether the review is positive or negative)*

Text Patterns

2.2 identify a variety of organizational patterns in a range of texts and explain how they help readers understand the texts *(e.g., comparison in a report; time order in a biography; cause and effect in an explanation)*

Text Features

2.3 identify a variety of text features and explain how they help readers understand texts *(e.g., indexes, maps, charts, lists, photographs, menus, glossaries, tables of contents help the reader locate and verify information)*

Elements of Style

2.4 identify various elements of style – including word choice and the use of similes, personification, comparative adjectives, and sentences of different types, lengths, and structures – and explain how they help communicate meaning *(e.g., a series of short sentences can help communicate a sense of finality:* He didn't. He couldn't. He wouldn't. The matter was settled. It was time to move on.*)*

3. Reading With Fluency

By the end of Grade 5, students will:

Reading Familiar Words

3.1 automatically read and understand most words in common use (*e.g., words from grade-level texts, subject-specific terminology used regularly in discussions and posted on anchor charts, words from shared- and guided-reading texts and some regularly used resource materials in the curriculum subject areas*)

Reading Unfamiliar Words

3.2 predict the meaning of and rapidly solve unfamiliar words using different types of cues, including:

- semantic (meaning) cues *(e.g., prefixes, suffixes, base words, phrases, sentences, and visuals that activate existing knowledge of oral and written language);*
- syntactic (language structure) cues *(e.g., word order, language patterns, punctuation);*
- graphophonic (phonological and graphic) cues *(e.g., familiar words within larger words, syllables within longer words, similarities between words with known spelling patterns and unknown words, visual cues that indicate irregular plurals)*

Reading Fluently

3.3 read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose *(e.g., read a poem aloud with appropriate phrasing and emphasis)*

4. Reflecting on Reading Skills and Strategies

By the end of Grade 5, students will:

Metacognition

4.1 identify the strategies they found most helpful before, during, and after reading and explain, in conversation with the teacher and/or peers or in a reader's notebook, how they can use these and other strategies to improve as readers

Teacher prompts: "Did preparing a list of questions to answer help you to find the information you needed from the biography?" "How do you know when you are not understanding during reading?" "What 'fix-up' strategies do you use when a passage is hard to understand?"

Interconnected Skills

4.2 explain, in conversations with peers and/or the teacher or in a reader's notebook, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read *(e.g., viewing a television program or video about a topic before reading a text on the same topic builds background knowledge, introduces content-specific vocabulary, and offers a different perspective on the topic)*

GRADE 5 | WRITING

OVERALL EXPECTATIONS

By the end of Grade 5, students will:

1. generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
4. reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

SPECIFIC EXPECTATIONS

1. Developing and Organizing Content

By the end of Grade 5, students will:

Purpose and Audience

1.1 identify the topic, purpose, and audience for a variety of writing forms *(e.g., a poem or song on a social issue for performance by the class; a formal letter to the teacher outlining their opinion on eliminating soft drinks from the school vending machine; an article explaining the water cycle and including a flow chart, for an online student encyclopedia)*

Developing Ideas

1.2 generate ideas about a potential topic and identify those most appropriate for the purpose

Research

1.3 gather information to support ideas for writing, using a variety of strategies and a range of print and electronic resources *(e.g., interview people with knowledge of the topic; identify and use graphic and multimedia sources; keep a record of sources used and information gathered)*

Classifying Ideas

1.4 sort and classify ideas and information for their writing in a variety of ways *(e.g., by underlining or highlighting key words or phrases; by using a graphic organizer such as a web or ranking ladder)*

Organizing Ideas

1.5 identify and order main ideas and supporting details and group them into units that could be used to develop several linked paragraphs, using a variety of strategies *(e.g., making jot notes; following a writing framework)* and organizational patterns *(e.g., chronological order, comparison, cause and effect)*

Review

1.6 determine whether the ideas and information they have gathered are relevant, appropriate, and adequate for the purpose, and do more research if necessary *(e.g., review material with a partner using a mind map or timeline)*

2. Using Knowledge of Form and Style in Writing

By the end of Grade 5, students will:

Form

2.1 write longer and more complex texts using a variety of forms *(e.g., a biographical sketch, based on research; a report, including research notes, describing the effect of the natural environment on an early civilization; an outline of the procedure for becoming a Canadian citizen; an explanation of how a human organ system functions, using pictures, captions, and notes; a review of or commentary on a* *book, movie, or video game; a myth using themes identified in reading; a pamphlet on a socially relevant topic they have studied this year)*

Voice

2.2 establish an appropriate voice in their writing, with a focus on modifying language and tone to suit different circumstances or audiences *(e.g., use a serious tone in a letter to the editor, a humorous tone in a letter to a friend)*

Word Choice

2.3 use some vivid and/or figurative language and innovative expressions to add interest *(e.g., some comparative adjectives; similes or personification; comparative adverbs:* more slowly*)*

Sentence Fluency

2.4 vary sentence types and structures, with a focus on using conjunctions to connect ideas, and pronouns to make links within and between sentences *(e.g., The latch was stiff,* and *the boy struggled to open the door. Finally, with much effort,* he *forced* it *open.)*

Point of View

2.5 identify their point of view and other possible points of view, and determine, when appropriate, if their own view is balanced and supported by evidence

Teacher prompt: "Identify a point of view other than your own and list the arguments that would support it. Have you included evidence in your work that would answer these arguments?"

Preparing for Revision

2.6 identify elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on specific features *(e.g., effective use of language, logical organization)*

Teacher prompts: "Can you describe two nouns more specifically by adding appropriate adjectives?" "Are there ideas in the body of the paragraph that should be included in your topic sentence?"

Revision

2.7 make revisions to improve the content, clarity, and interest of their written work, using a variety of strategies *(e.g., use coloured pens and/or cutting and pasting to identify and move chunks of text that need to be reordered; add or substitute words and phrases, including vocabulary from other subjects and figurative language such as similes and personification, to achieve particular effects; adjust sentence length and complexity to suit the audience and purpose; check that language is inclusive and non-discriminatory)*

Teacher prompt: "Are your sentences too long and complicated/too short and simple/too much the same to appeal to your intended audience?"

Producing Drafts

2.8 produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions

3. Applying Knowledge of Language Conventions and Presenting Written Work Effectively

By the end of Grade 5, students will:

Spelling Familiar Words

3.1 spell familiar words correctly *(e.g., words from their oral vocabulary, anchor charts, and shared-, guided-, and independent-reading texts; words used regularly in instruction across the curriculum)*

Spelling Unfamiliar Words

3.2 spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling *(e.g., pronounce the silent letters in words:* **p**-neumonia; *divide polysyllabic words into syllables; visualize irregular plurals; apply rules for adding* -ed, -ing *and* -er, -est *to base words; use memory tricks to memorize the letter order of irregular spellings; use the meaning of common prefixes and suffixes to understand and spell new words)*

Vocabulary

3.3 confirm spellings and word meanings or word choice using a variety of resources appropriate for the purpose *(e.g., locate guide words, word meanings, spelling charts, pronunciation keys, schwa symbol, idioms, inflected forms, and information about word origins in online or* *print dictionaries; use a variety of thematic dictionaries such as a bilingual dictionary or a crossword dictionary; use a thesaurus to find alternative words)*

Punctuation

3.4 use punctuation appropriately to help communicate their intended meaning, with a focus on the use of: a comma before *and* or *but* in compound sentences to join principal clauses; quotation marks for direct speech; and the placement of commas, question marks, and exclamation marks inside quotation marks in direct speech

Grammar

3.5 use parts of speech correctly to communicate their intended meaning clearly, with a focus on the use of: common, proper, and abstract nouns *(e.g., courage, hope)*; collective nouns *(e.g., flock of birds)*; adjectives, including comparative adjectives *(e.g., bigger, more expensive)*; the helping verb *have*; adverbs modifying verbs *(e.g., when, where, how)*; comparative adverbs *(e.g., faster, slower)*

Proofreading

3.6 proofread and correct their writing using guidelines developed with peers and the teacher *(e.g., an editing checklist specific to the writing task)*

Publishing

3.7 use a range of appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout *(e.g., use legible printing and cursive writing; include a labelled diagram, photographs, and a beginning glossary of terms in a read-aloud information book for younger children; use a formal letter layout for a letter to a public official)*

Producing Finished Works

3.8 produce pieces of published work to meet identified criteria based on the expectations related to content, organization, style, use of conventions, and use of presentation strategies

4. Reflecting on Writing Skills and Strategies

By the end of Grade 5, students will:

Metacognition

4.1 identify what strategies they found most helpful before, during, and after writing and what steps they can take to improve as writers *(e.g., use a three-column reflective journal to monitor the writing process:* What happened? How do I feel about it? What did I learn?*)*

Teacher prompts: "What did you know about your audience that informed your planning process?" "What strategy did you find most helpful for organizing information?" "What editing strategies are most effective for you?"

Interconnected Skills

4.2 describe, with prompting by the teacher, how their skills in listening, speaking, reading, viewing, and representing help in their development as writers

Teacher prompts: "How has exploring different authors' perspectives on an issue helped you prepare for writing?" "Explain how dialogue with your peers can help you to express your opinion when you are writing."

Portfolio

4.3 select pieces of writing that they think reflect their growth and competence as writers and explain the reasons for their choices

GRADE 5 | MEDIA LITERACY

OVERALL EXPECTATIONS

By the end of Grade 5, students will:

1. demonstrate an understanding of a variety of media texts;
2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
4. reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

SPECIFIC EXPECTATIONS

1. Understanding Media Texts

By the end of Grade 5, students will:

Purpose and Audience

1.1 identify the purpose and audience for a variety of media texts *(e.g., this sitcom is designed to appeal to teenagers; this comic book is designed to appeal to younger girls; this CD-ROM contains information for people interested in sharks)*

Teacher prompt: "Who is this work intended/not intended for? What evidence in the work tells you that?"

Making Inferences/Interpreting Messages

1.2 use overt and implied messages to draw inferences and construct meaning in media texts *(e.g., overt message in an advertisement showing the product's user surrounded by friends:* This product is so good that you and your friends will all like it; *implied messages:* Using this product will make you popular; not using it may make you an outsider; popularity is based on having the right things*)*

Teacher prompt: "What are the overt and implied messages conveyed by this T-shirt, which displays the logo of a popular rock band? Is the implied message more powerful than the overt message? Why, or why not? Do you think this T-shirt sends a message about the person wearing it?"

Responding to and Evaluating Texts

1.3 express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their opinions *(e.g., explain why they think the coverage of an event by one media news source is more interesting and/or more reliable than the coverage of the same event by another source; defend an opinion about whether a media text that excludes groups such as girls or racial or ethnocultural minorities is sending a harmful message)*

Audience Responses

1.4 explain why different audiences might respond differently to the same media text *(e.g., identify some different responses to their favourite music and suggest reasons for the differences)*

Teacher prompts: "What do you think of this media text? Who might agree or disagree with your opinion?" "How does gender/age/culture seem to influence people's choices? Give examples."

Point of View

1.5 identify whose point of view is presented or reflected in a media text, ask questions to identify missing or alternative points of view, and, where appropriate, suggest how a more balanced view might be represented *(e.g., this documentary about various athletes does not include athletes who have physical disabilities; another character could be included to represent their experience)*

Teacher prompt: "Whose point of view is missing in this media text? How could the text be changed to include that point of view?"

Production Perspectives

1.6 identify who produces various media texts, the reason for their production, how they are produced, and how they are funded *(e.g., publishers produce magazines for specific audiences to entertain, inform, and make money, using funds from sales and advertising; music companies produce CDs to entertain and make money, using funds from direct sales)*

Teacher prompt: "What are the different professions that would be involved in producing a newspaper? A CD? How much would it cost to produce a newspaper or a CD? How could we find out?"

2. Understanding Media Forms, Conventions, and Techniques

By the end of Grade 5, students will:

Form

2.1 describe in detail the main elements of some media forms *(e.g., television talk show:* host, studio audience, guests, commercial breaks; *news broadcast:* news anchor, reporters, video clips, commercial breaks; *television sitcom:* standard set, regular cast, visiting actors, laugh track, plot problem and complications, happy ending*)*

Teacher prompt: "What do you expect to see when you watch a sitcom that you don't expect in a talk show?"

Conventions and Techniques

2.2 identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning and influence or engage the audience *(e.g. newspapers: separate sections for international/national news, sports, entertainment, and local events to appeal to a wide range of interests; headlines, photographs with captions, and graphics to add human interest and impact; photographs of columnists to signal that they are expressing a personal opinion)*

Teacher prompts: "In what ways are the layouts of these two newspapers similar? In what ways are they different? Can you suggest reasons for the similarities and differences?" "How many sections are there in this newspaper? What sorts of advertisements appear in the different sections? Can you explain why they differ?"

3. Creating Media Texts

By the end of Grade 5, students will:

Purpose and Audience

3.1 describe in detail the topic, purpose, and audience for media texts they plan to create *(e.g., an advertising campaign to encourage students to participate in a charity drive)*

Teacher prompt: "What do you want to say? Who is your audience? How do you want to influence your audience?"

Form

3.2 identify an appropriate form to suit the specific purpose and audience for a media text they plan to create, and explain why it is an appropriate choice *(e.g., a pamphlet or newsletter to inform parents, teachers, and students about environmental initiatives taken or planned by members of the school community)*

Teacher prompt: "Why would a pamphlet or a newsletter be better than a poster to communicate this message?"

Conventions and Techniques

3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create, and explain how they will use the conventions and techniques to help communicate their message *(e.g., the components of the dinner menu for a restaurant: different sections for each course, descriptions of ingredients, catchy titles for different dishes, and prices are included to interest diners in the various dishes and give them information they need to make choices)*

Teacher prompt: "In what ways would a menu for a fast-food restaurant differ from a menu for a fine-dining restaurant?"

Producing Media Texts

3.4 produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques *(e.g.,*

- *a T-shirt to be worn by a character in a story or television show*
- *a pamphlet on a socially relevant topic they have studied this year*
- *a collection of images (downloaded, clipped, or scanned, as appropriate) from various sources, such as magazines, the Internet, newspapers, or textbooks, to illustrate a topic from a cross-curricular unit of study*
- *a flyer/poster, created using software, to advertise a school event*
- *a mock television commercial for a food product, drink, or item of clothing*
- *a news broadcast about a topic – such as immigration – from a cross-curricular unit of study*
- *a breakfast, lunch, or dinner menu for a restaurant depicted in a novel, short story, or film)*

4. Reflecting on Media Literacy Skills and Strategies

By the end of Grade 5, students will:

Metacognition

4.1 identify, with some support and direction, what strategies they found most helpful in making sense of and creating media texts, and explain how these and other strategies can help them improve as media viewers/listeners/producers

Teacher prompt: "Reflect on the media product(s) you have created. What did you learn from the process? How will that influence your next effort?"

Interconnected Skills

4.2 explain, with some support and direction, how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts

Teacher prompts: "How are reading, viewing, and listening similar? How can your strengths in one area help you in another?" "How can listening to a music soundtrack help you understand the feelings of a character?" "How are talking, writing, and creating media texts similar? How do strengths in one area help you in another? How can writing skills help you in producing media texts?"

GRADE 6

GRADE 6 | ORAL COMMUNICATION

OVERALL EXPECTATIONS

By the end of Grade 6, students will:

1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
3. reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

SPECIFIC EXPECTATIONS

1. Listening to Understand

By the end of Grade 6, students will:

Purpose

1.1 identify a range of purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks *(e.g., to identify the perspective in an oral presentation; to identify the strategies and devices used to enhance the impact of a speech; to describe stated and implied ideas in the lyrics of a song)*

Active Listening Strategies

1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups *(e.g., ask questions to deepen understanding and make connections to the ideas of others; summarize or paraphrase information and ideas to focus or clarify understanding; use vocal prompts in dialogues or conversations to express empathy, interest, and personal regard:* That's really interesting. You must have been excited.*)*

Comprehension Strategies

1.3 identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of increasingly complex oral texts *(e.g., use self-questioning to monitor understanding; visualize different elements of an oral text; use note-taking strategies to record important ideas, key words, questions, and predictions)*

Demonstrating Understanding

1.4 demonstrate an understanding of the information and ideas in increasingly complex oral texts in a variety of ways *(e.g., summarize and explain information and ideas from an oral text, citing important details; ask questions to confirm inferences and value judgements during discussions after listening)*

Making Inferences/Interpreting Texts

1.5 interpret oral texts by using stated and implied ideas from the texts

Teacher prompts: "What messages did you get from the speaker's tone of voice/body language/facial expressions?" "How does paying attention to a speaker's body language help you interpret what is being said?"

Extending Understanding

1.6 extend understanding of oral texts by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them *(e.g., use dialogue or drama to explore similarities and differences between ideas in oral texts and their own ideas)*

Analysing Texts

1.7 analyse oral texts in order to evaluate how well they communicate ideas, opinions, themes, and information *(e.g., compare their own response to an oral text with a partner's response, citing details from the text to support their own view; explain what makes a war veteran's Remembrance Day speech effective)*

Point of View

1.8 identify the point of view presented in oral texts, determine whether they agree with the point of view, and suggest other possible perspectives *(e.g., ask questions about the values that are stated and implied by the perspective taken and those that are ignored; use role play or drama to express alternative views)*

Teacher prompts: "Whose point of view is being explored in this text?" "Whose voice do we not hear? Is this fair?"

Presentation Strategies

1.9 identify a variety of presentation strategies used in oral texts and analyse their effect on the audience *(e.g., the unexpected use of humour or of changes in pace)*

Teacher prompt: "Why do you think the speaker paused for so long at that point in the story?"

2. Speaking to Communicate

By the end of Grade 6, students will:

Purpose

2.1 identify a variety of purposes for speaking and explain how the purpose and intended audience influence the choice of form *(e.g., to clarify thinking through dialogue; to explore different points of view through drama and role playing; to present information to a group)*

Interactive Strategies

2.2 demonstrate an increasingly sophisticated understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large-group discussions *(e.g., acknowledge different points of view; paraphrase to clarify meaning; adjust the level of formality to suit the audience and purpose for speaking)*

Clarity and Coherence

2.3 communicate orally in a clear, coherent manner, using appropriate organizing strategies and formats to link and sequence ideas and information *(e.g., present an argument in favour of one point of view on an issue, with an opening statement, sequence of points with supporting evidence, and summary/conclusion)*

Appropriate Language

2.4 use appropriate words and phrases from the full range of their vocabulary including inclusive and non-discriminatory language, and stylistic devices appropriate to the purpose and context, to communicate their meaning accurately and engage the interest of their intended audience *(e.g., use similes, personification, and comparative adjectives and adverbs to achieve a desired effect)*

Vocal Skills and Strategies

2.5 identify a range of vocal effects, including tone, pace, pitch, volume, and a variety of sound effects, and use them appropriately and with sensitivity towards cultural differences to help communicate their meaning *(e.g., create different-sounding "voices" for the characters in a dramatization of a story)*

Non-Verbal Cues

2.6 identify a variety of non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning *(e.g., count off on their fingers as they present each point in an argument)*

Visual Aids

2.7 use a variety of appropriate visual aids, *(e.g., video images, maps, posters, charts, costumes)* to support or enhance oral presentations *(e.g., wear a costume to help portray the speaker in a monologue; create a slide show to accompany a report)*

3. Reflecting on Oral Communication Skills and Strategies

By the end of Grade 6, students will:

Metacognition

3.1 identify, in conversation with the teacher and peers, what strategies they found most helpful before, during, and after listening and speaking and what steps they can take to improve their oral communication skills

Teacher prompts: "What strategies do you use to help you understand and follow a discussion among several people?" "What strategies do you use to recall important information after listening?" "What factors do you consider when deciding whether to use an informal or a formal approach when speaking?"

Interconnected Skills

3.2 identify, in conversation with the teacher and peers, how their skills as viewers, representers, readers, and writers help them improve their oral communication skills

Teacher prompt: "What strategies that you use when preparing to write help you organize your ideas before speaking?"

GRADE 6 | READING

OVERALL EXPECTATIONS

By the end of Grade 6, students will:

1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;
2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
3. use knowledge of words and cueing systems to read fluently;
4. reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

SPECIFIC EXPECTATIONS

1. Reading for Meaning

By the end of Grade 6, students will:

Variety of Texts

1.1 read a wide variety of texts from diverse cultures, including literary texts *(e.g., short stories, poetry, myths, legends, fantasies, novels, plays)*, graphic texts *(e.g., graphic novels, advertisements, atlases, graphic organizers, charts and tables)*, and informational texts *(e.g., biographies, textbooks, and other non-fiction materials; articles and reports; print and online editorials, various electronic texts, webquest texts)*

Purpose

1.2 identify a variety of purposes for reading and choose reading materials appropriate for those purposes *(e.g., online and print sources to compare different approaches to the same topic; webquest texts for information on a historical topic; graphic organizers, charts, and tables for specific information; a novel or a non-fiction book on a favourite topic for personal enjoyment)*

Comprehension Strategies

1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand increasingly complex texts *(e.g., activate prior knowledge on a topic through brainstorming and developing concept maps; use visualization and comparisons with images from other media to clarify details of characters, scenes, or concepts in a text; make predictions about a text based on knowledge of similar texts; reread or read on to confirm or clarify understanding)*

Demonstrating Understanding

1.4 demonstrate understanding of increasingly complex texts by summarizing and explaining important ideas and citing relevant supporting details *(e.g., general idea and related facts in chapters, reports, tables and charts, concept maps, online and print magazine articles, editorials, brochures or pamphlets, websites; main theme and important details in short stories, poems, plays, legends)*

Making Inferences/Interpreting Texts

1.5 develop interpretations about texts using stated and implied ideas to support their interpretations

Teacher prompt: "What is the story between the lines … beyond the lines? What clues did the author give that led to your conclusion? Why do you think the author doesn't state these ideas directly?"

Extending Understanding

1.6 extend understanding of texts by connecting, comparing, and contrasting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them

Teacher prompt: "How does the author's treatment of this topic compare with treatments of the topic in other sources?"

Analysing Texts

1.7 analyse increasingly complex texts and explain how the different elements in them contribute to meaning *(e.g., narrative:* contribution of characters, setting, and plot to the theme; *persuasive argument:* the role of the summing-up paragraph in highlighting the most compelling points in the argument*)*

Responding to and Evaluating Texts

1.8 make judgements and draw conclusions about ideas in texts and cite stated or implied evidence from the text to support their views

Teacher prompts: "What conclusions can you draw from the events or information presented in the text?" "Has the author chosen the most convincing facts to support his or her opinion?"

Point of View

1.9 identify the point of view presented in texts; determine whether they can agree with the view, in whole or in part; and suggest some other possible perspectives *(e.g., ask questions to identify any biases that are stated or implied in the view presented)*

Teacher prompts: "Who would be most likely to share this point of view? Who would not?" "How would you revise the text to appeal to a different or a wider audience?" "Why do you think stereotypes are used in certain texts?"

2. Understanding Form and Style

By the end of Grade 6, students will:

Text Forms

2.1 analyse a variety of text forms and explain how their particular characteristics help communicate meaning, with a focus on literary texts such as a myth *(e.g., the use of imaginary/supernatural characters tells the reader not to interpret the story literally)*, graphic texts such as an advertisement *(e.g., colour and layout are used to emphasize the appeal and importance of the product)*, and informational texts such as an editorial *(e.g., the formal, logical structure of thesis, development, and summary/conclusion helps create an authoritative impression)*

Text Patterns

2.2 identify a variety of organizational patterns in a range of texts and explain how they help readers understand the texts *(e.g., order of importance in a persuasive letter or news report, a grid and coordinates in a map, columns and rows in a table, time order in a biography)*

Text Features

2.3 identify a variety of text features and explain how they help readers understand texts *(e.g., indexes, headings/subheadings, captions and labels, and drop-down menus help the reader locate key words, phrases, or ideas when skimming or scanning a text before reading)*

Elements of Style

2.4 identify various elements of style – including voice, word choice, and the use of hyperbole, strong verbs, dialogue, and complex sentences – and explain how they help communicate meaning *(e.g., hyperbole provides drama and emphasis in a persuasive article; a complex sentence allows the author to combine ideas for succinctness and improved flow)*

3. Reading With Fluency

By the end of Grade 6, students will:

Reading Familiar Words

3.1 automatically read and understand most words in a range of reading contexts *(e.g., words from oral vocabulary and grade-level texts; terminology used regularly in discussions and posted on anchor charts; words from shared-, guided-, and independent-reading texts and resource materials in the curriculum subject areas)*

Reading Unfamiliar Words

3.2 predict the meaning of and rapidly solve unfamiliar words using different types of cues, including:

- semantic (meaning) cues *(e.g., prefixes, suffixes, base words, phrases, sentences,* *and visuals that activate existing knowledge of oral and written language);*

- syntactic (language structure) cues *(e.g., word order, language patterns, punctuation);*
- graphophonic (phonological and graphic) cues *(e.g., words within larger words, syllables within longer words, similarities between words with known spelling patterns and unknown words)*

Reading Fluently

3.3 read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose *(e.g., read a radio drama or radio editorial in role with suitable emphasis and phrasing)*

4. Reflecting on Reading Skills and Strategies

By the end of Grade 6, students will:

Metacognition

4.1 identify the strategies they found most helpful before, during, and after reading and explain, in conversation with the teacher and/or peers, or in a reader's notebook, how they can use these and other strategies to improve as readers

Teacher prompts: "What questions do you ask yourself to check that you understand what you are reading?" "How do you know if you need to reread a section of a text?" "What else can you do if reading on or rereading does not clarify the meaning?" "In what way do you use your reader's notebook to help you as a reader?"

Interconnected Skills

4.2 explain, in conversation with the teacher and/or peers or in a reader's notebook, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read *(e.g., using a particular form when writing enhances understanding when reading texts of a similar form)*

Teacher prompt: "Think about the conventions you used when creating a class newspaper. How will that information help you when you read the community newspaper?"

GRADE 6 | WRITING

OVERALL EXPECTATIONS

By the end of Grade 6, students will:

1. generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
4. reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

SPECIFIC EXPECTATIONS

1. Developing and Organizing Content

By the end of Grade 6, students will:

Purpose and Audience

1.1 identify the topic, purpose, and audience for a variety of writing forms *(e.g., an original poem, with an invented structure or based on a model such as a haiku, about a topic of personal interest, to share with the class; a persuasive letter asking the school principal to look at a specific issue from a new point of view; a description of the procedure for constructing a three-dimensional model, to share with Grade 3 students; a script on a topic of current interest for a mock television broadcast for a general audience)*

Developing Ideas

1.2 generate ideas about a potential topic and identify those most appropriate for the purpose

Research

1.3 gather information to support ideas for writing, using a variety of strategies and a range of print and electronic resources *(e.g., identify the steps required to gather information; interview people with knowledge of the topic; identify and use graphic and multimedia resources; record sources used and information gathered in a form that makes it easy to understand and retrieve)*

Classifying Ideas

1.4 sort and classify information for their writing in a variety of ways that allow them to view information from different perspectives and make connections between ideas *(e.g., by underlining or highlighting key words or phrases; by using a graphic organizer such as a fishbone chart, a T-chart, or an "Agree/Disagree" chart)*

Organizing Ideas

1.5 identify and order main ideas and supporting details and group them into units that could be used to develop a structured, multi-paragraph piece of writing, using a variety of strategies *(e.g., making outlines, writing notes, filling in a ranking grid)* and organizational patterns *(e.g., order of importance)*

Review

1.6 determine whether the ideas and information they have gathered are relevant, appropriate, and adequate for the purpose, and do more research if necessary *(e.g., review information critically with a friend using a concept map, checklist, or flowchart)*

2. Using Knowledge of Form and Style in Writing

By the end of Grade 6, students will:

Form

2.1 write longer and more complex texts using a wide range of forms *(e.g., an "autobiography" in the role of a historical or contemporary person, based on research; a journalist's report on a real or imagined event for a newspaper or a television news broadcast; an explanation of the principles of flight; an argument in support of one point of view on a current global issue affecting Canadians; a made-up legend or fantasy, based on themes from their reading, to entertain younger children)*

Voice

2.2 establish a distinctive voice in their writing appropriate to the subject and audience *(e.g., use punctuation, dialogue, and vivid language to create a particular mood or tone)*

Word Choice

2.3 use some vivid and/or figurative language and innovative expressions to enhance interest *(e.g., strong verbs; concrete, specific nouns; unusual adjectives; unexpected word order)*

Teacher prompt: "Identify three language choices you have made and explain the effect they will have on a reader."

Sentence Fluency

2.4 create complex sentences by combining phrases, clauses, and/or simple sentences *(e.g., combine several simple sentences* – "Nora left the house. She was heading for the market. She didn't want to be late." – *to create a complex sentence* – "Not wanting to be late, Nora left the house and headed for the market.")

Point of View

2.5 identify their point of view and other possible points of view; determine, when appropriate, if their own view is balanced and supported by the evidence; and adjust their thinking and expression if appropriate *(e.g., revise writing focusing on the use of inclusive language, such as* police officer *instead of* policeman*)*

Preparing for Revision

2.6 identify elements in their writing that need improvement, selectively using feedback from the teacher and peers, with a focus on supporting details and precise language *(e.g., identify one main idea that is poorly supported; identify three sentences that would be clarified by adding an adjective or adverb)*

Teacher prompt: "How can you determine which parts of your work need further clarification?"

Revision

2.7 make revisions to improve the content, clarity, and interest of their written work, using a variety of strategies *(e.g., use arrows or make notes to identify text that needs to be moved; use sticky notes to indicate insertions; use underlining to focus on overworked words; add or substitute words and phrases that would make their writing more vivid; use figurative language such as similes and personification and rhetorical devices such as exaggeration to achieve particular effects; adjust sentence length, type, and complexity to suit the audience and purpose; check that language is inclusive and non-discriminatory)*

Teacher prompt: "Can you use short, abrupt sentences to add drama to your writing?"

Producing Drafts

2.8 produce revised draft pieces of writing to meet identified criteria based on the expectations *(e.g., adequate development of information and ideas, logical organization, appropriate use of form and style, appropriate use of conventions)*

3. Applying Knowledge of Language Conventions and Presenting Written Work Effectively

By the end of Grade 6, students will:

Spelling Familiar Words

3.1 spell familiar words correctly *(e.g., words from their oral vocabulary, anchor charts, and shared-, guided-, and independent-reading texts; words used regularly in instruction across the curriculum)*

Spelling Unfamiliar Words

3.2 spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling *(e.g., orally emphasize hard-to-hear sounds in difficult, complex words:* Feb-**r**u-ar-y; *leave unknown letters/letter clusters blank to solve after having spelled the familiar parts of a word; visualize a known word that is like the "problem" word; apply rules for forming plurals to unfamiliar words)*

Vocabulary

3.3 confirm spellings and word meanings or word choice using a variety of resources appropriate for the purpose *(e.g., locate entry words, multiple meanings, pronunciation guides, charts of spellings of sounds, inflected forms, suffixes and prefixes, primary and secondary stresses, different pronunciations, idioms, and homographs in online and print dictionaries; use thematic dictionaries such as a word game dictionary or a homonym dictionary; use a thesaurus to explore alternative word choices)*

Punctuation

3.4 use punctuation appropriately to communicate their intended meaning in longer and more complex sentences, with a focus on the use of: commas to separate words in a list or after an introductory word or phrase; quotation marks in dialogue; and some uses of the colon, semi-colon, and brackets

Grammar

3.5 use parts of speech correctly to communicate their meaning clearly, with a focus on the use of: personal subject and object pronouns *(e.g., I, me)* indefinite pronouns *(e.g., someone, nobody)*; conjunctions; subordinate clauses; adverb phrases; and present, past, and future verb tenses

Proofreading

3.6 proofread and correct their writing using guidelines developed with peers and the teacher *(e.g., an editing checklist specific to the writing task)*

Publishing

3.7 use a range of appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout *(e.g., use legible printing and cursive writing; include photographs or magazine pictures and a map in a travel brochure; include an index to help the reader find specific information in a report; supply a table of contents)*

Producing Finished Works

3.8 produce pieces of published work to meet identified criteria based on the expectations *(e.g., adequacy of information and ideas, logic and effectiveness of organization, effective use of form and stylistic elements, appropriate use of conventions, effective presentation)*

4. Reflecting on Writing Skills and Strategies

By the end of Grade 6, students will:

Metacognition

4.1 identify a variety of strategies they used before, during, and after writing, explain which ones were most helpful, and suggest further steps they can take to improve as writers

Teacher prompts: "How did the sources you used allow you to generate a balanced selection of ideas?" "How do you use your writer's notebook to help you during the writing process?"

Interconnected Skills

4.2 describe how their skills in listening, speaking, reading, viewing, and representing help in their development as writers

Teacher prompts: "What do you know about different media texts that might help when you are writing?" "In what way do you think that the reading you do helps you as a writer? Can you give an example?"

Portfolio

4.3 select pieces of writing that they think reflect their growth and competence as writers and explain the reasons for their choices

GRADE 6 | MEDIA LITERACY

OVERALL EXPECTATIONS

By the end of Grade 6, students will:

1. demonstrate an understanding of a variety of media texts;
2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
4. reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

SPECIFIC EXPECTATIONS

1. Understanding Media Texts

By the end of Grade 6, students will:

Purpose and Audience

1.1 explain how a variety of media texts address their intended purpose and audience *(e.g., T-shirts intended for supporters of particular institutions, groups, or causes are decorated with related images, logos, colours, and slogans; CD and DVD covers designed to appeal to young children have colourful images of their favourite characters; advertisements geared to parents of infants are broadcast during the daytime whereas those geared to single adults run during late-night programming)*

Making Inferences/Interpreting Messages

1.2 interpret media texts, using overt and implied messages as evidence for their interpretations *(e.g., explain why the advertisements used in a particular magazine are appropriate for that magazine, identifying the messages that would appeal to the magazine's audience; explain how advertisements for healthy food and those for fast food differ)*

Teacher prompt: "Is there a connection between the articles and the advertisements used in a magazine?"

Responding to and Evaluating Texts

1.3 evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts *(e.g., evaluate the coverage of the same news item in a newspaper article, a segment of a news program, a website, and/or a blog; evaluate the effectiveness with which themes are developed, supported, and illustrated in a movie or music video)*

Teacher prompt: "You've told me that you think this advertisement is very effective, but that the other one is weak. Explain what accounts for the success or failure of each."

Audience Responses

1.4 explain why different audiences *(e.g., boys, girls, adults, seniors, various cultural groups)* might have different responses to media texts *(e.g., movies, songs, websites, video games, items of clothing)*

Teacher prompts: "Why might many teenagers respond differently from their parents to an election debate?" "Who do you think would be the most likely audience for a car magazine? An advertisement for a retirement residence? An investment brochure? An action-oriented video game? A fashion magazine? A television science special? A quiz show? Action figures? Explain your answers."

Point of View

1.5 identify whose point of view is presented in a media text, identify missing or alternative points of view, and, where appropriate, determine whether the chosen view achieves a particular goal *(e.g., identify biases in two different media texts that focus on the same topic or event; evaluate the portrayal of Aboriginal people in the media)*

Teacher prompts: "What bias or stereotypes can you detect in this advertisement? Can you think of reasons why this view of the subject is used? What does this advertisement achieve?" "Are there different portrayals of Aboriginal people in the media? How are they different? Why are they different? Which ones are most accurate?"

Production Perspectives

1.6 identify who produces various media texts, the reason for their production, how they are produced, and how they are funded *(e.g., political parties create advertisements to win voter support, using funds raised by their members and supporters; producers develop television dramas to entertain and make money by selling their products to television conglomerates, which then broadcast the programs to make money by selling advertising spots in the programs' time slots)*

Teacher prompt: "What are the different professions that would be involved in producing a television commercial? How much would it cost to produce? How could we find out?"

2. Understanding Media Forms, Conventions, and Techniques

By the end of Grade 6, students will:

Form

2.1 describe in detail the main elements of some media forms *(e.g., drama scripts:* cast of characters, description of setting, acts, scenes, stage directions; *television quiz shows:* host/hostess, contestants, prizes; *magazines:* cover images and text, table of contents, regular columns, feature articles, advertisements*)*

Conventions and Techniques

2.2 identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning and influence or engage the audience *(e.g., movie conventions:* in old-fashioned westerns, white and black cowboy hats were used to identify "good" and "bad" characters; *movie techniques:* freeze-frame images, slow motion, theme music in movies are used to communicate information non-verbally, emphasize or prolong important or appealing scenes, and maintain interest by keeping the viewer wondering "what next?"*)*

Teacher prompt: "What visual clues are used to identify 'good' and 'bad' characters in movies and video games you have seen recently?"

3. Creating Media Texts

By the end of Grade 6, students will:

Purpose and Audience

3.1 describe in specific detail the topic, purpose, and audience for media texts they plan to create, and identify challenges they may face in achieving their purpose *(e.g., a review of a television program, film, piece of art, or artistic performance to encourage children or adults to see it)*

Teacher prompt: "Why do you think it is important for people to know about this topic? Why might you need to be especially persuasive to interest them in the topic?"

Form

3.2 identify an appropriate form to suit the specific purpose and audience for a media text they plan to create, and explain why it is an appropriate choice *(e.g., a mock television, radio, or newspaper announcement to inform students about a school-related issue)*

Teacher prompt: "Which form do you think would be most likely to help you reach your audience? Why?"

Conventions and Techniques

3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create, and explain how they will use the conventions and techniques to help communicate their message *(e.g., a scene for a television drama adapted from a novel or play: the camera can focus on one character, object, or gesture at a time, allowing different kinds of emphasis; camera angles and distances can vary to create different effects and perspectives; scenes can be edited to change the pace of the action; background music can be used to enhance the mood)*

Teacher prompt: "How do the conventions and techniques of this form make it easier or harder to communicate certain ideas?"

Producing Media Texts

3.4 produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques *(e.g.,*

- *a review of a television program, film, piece of art, or artistic performance that includes commentary on the effects created through the use of various conventions and techniques*
- *a mock television broadcast of an announcement about a school-related issue*
- *a soundtrack to accompany the reading of a section of a graphic novel or comic book*
- *a computer-generated cover design, including special fonts, to enhance a published piece of writing*
- *a multimedia presentation to inform younger students about how to use a website to research a topic related to a unit of study*
- *a pamphlet outlining the researched or imagined biography of a writer*
- *a travelogue illustrating the journey of an early Canadian explorer, including contacts with First Nations peoples*
- *a storyboard indicating the images to be used in a scene for a television drama adapted from a novel or play*
- *a movie poster to advertise a movie based on a narrative they have studied)*

4. Reflecting on Media Literacy Skills and Strategies

By the end of Grade 6, students will:

Metacognition

4.1 identify what strategies they found most helpful in making sense of and creating media texts, and explain how these and other strategies can help them improve as media viewers/listeners/producers

Teacher prompt: "What skills and knowledge have you needed to interpret and create the variety of media forms you have studied?"

Interconnected Skills

4.2 explain how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts

Teacher prompt: "Which reading and listening comprehension strategies help you most in developing interpretations of media texts such as movies and advertisements?"

OVERVIEW OF GRADES 7 AND 8

The expectations for Grades 7 and 8 focus on the consolidation of students' language knowledge, skills, and strategies and their ability to use them independently and effectively to understand, reflect on, apply, and communicate information and ideas, and for continued learning in school and in a multicultural, multimedia world.

During the primary and junior years, students have acquired essential knowledge about language. In addition to the rich diversity of language knowledge from home and community that they bring to the classroom, they have a range of skills and strategies they can use to analyse, evaluate, and create increasingly complex oral, print, and media texts. They have also developed the ability to reflect on, monitor, and take steps to improve their language knowledge and skills in all strands. The expectations for Grades 7 and 8 build upon this foundation. Intermediate students consolidate and apply their language knowledge, skills, and strategies across the curriculum in order to learn in all subject areas as the content becomes increasingly challenging.

Because the base of language knowledge, skills, and strategies continues to vary from student to student, it is important for instruction to be differentiated to meet the needs of individuals and small groups of students, including students in need of additional time or support to acquire foundational language knowledge and skills.

The language curriculum for Grades 7 and 8 is designed to engage students in tasks that they see as meaningful in order to motivate them to analyse, evaluate, and create texts out of *interest* as well as to meet curriculum expectations. The expectations encourage students to explore issues related to personal identity and community concerns as they interact with increasingly complex and/or challenging texts; to critically analyse and evaluate perspectives in texts and the influence of media on their lives; and to write about and discuss topics of relevance that matter in their daily lives. The expectations also promote the use of language knowledge, skills, and strategies to facilitate learning in other subjects, such as science, mathematics, history, and geography, and as a tool to help students understand and participate in society beyond the school.

Teachers in the intermediate division explicitly teach and model the use of language knowledge, skills, and strategies across all subject areas. Real, purposeful talk is not only an essential component of the language curriculum; it needs to be threaded throughout every day and across the curriculum. Explicit teaching and modelling help students to identify the skills and strategies they need in order to become proficient language users in a variety of contexts and to move towards achievement of the expectations. While students in the intermediate division continue to engage in rehearsal through shared and guided practice, the goal of instruction is to move them to a greater level of independence as language users. Students require multiple, diverse opportunities to practise independently and demonstrate their achievement of the learning expectations.

Appropriate instructional texts are central to students' development of the language knowledge, skills, and strategies embedded in the expectations across all strands. Oral, print, and media texts that are designed to support and challenge students at their individual level of language development will enhance the benefits of appropriately scaffolded instruction. It is important to ensure that, in addition to the materials provided for instruction, students have access to a wide range of texts that are engaging and relevant to their personal experiences and interests as readers, writers, and viewers. All texts chosen for instruction should be worthy of study, and promote antidiscriminatory education.

The level of challenge represented by a specific text will vary from reader to reader because individual students bring their own unique experiences, perspectives, and backgrounds to a text. It is important, therefore, for intermediate students to have access to a range of texts that vary in length and form and that include a variety of types of themes, plots, ideas and information, organizational patterns, and features of text. The range of texts should be sufficiently wide that readers at all levels will need to use a variety of strategies to understand and analyse vocabulary, plot, or theme.

All students, especially young adolescents, need to see themselves in the texts they encounter. They need to be able to choose independently to read, listen to, or interact with texts that have personal relevance in their day-to-day lives, including texts that deal with issues related to fairness, equity, and social justice. Intermediate students should have access to a broad range of relevant texts: oral texts such as speeches, debates, presentations, radio advertisements or dramas, song lyrics, raps, and sound bites; print texts such as memoirs, autobiographies, historical fiction, science fiction, realistic fiction, satire, essays, reviews, editorials, letters to the editor, and books in their own first language; and media texts such as magazines, online zines, websites, blogs, public-service announcements, comedy shows, video games, and newspapers.

As writers/producers of oral, print, and media texts, intermediate students use their language knowledge, skills, and strategies as tools for finding information, exploring ideas, expressing opinions, and taking positions across the curriculum. They apply their knowledge of different text forms – such as debates, speeches, persuasive letters, memoirs, realistic fiction, magazine articles, letters to the editor, maps, scripts, surveys, or graphs – in a wide range of learning contexts. While modelled, shared, and guided learning experiences continue to provide instructional support for intermediate students as they consolidate their essential skills and processes, the focus of instruction is on helping them develop the ability to independently choose and use appropriate forms, structures, vocabulary, conventions, and stylistic elements to communicate ideas and information effectively for diverse purposes and audiences.

GRADE 7

GRADE 7 | ORAL COMMUNICATION

OVERALL EXPECTATIONS

By the end of Grade 7, students will:

1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
3. reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

SPECIFIC EXPECTATIONS

1. Listening to Understand

By the end of Grade 7, students will:

Purpose

1.1 identify a range of purposes for listening in a variety of situations, formal and informal, and set goals appropriate for specific listening tasks *(e.g., to analyse the arguments on both sides of a class debate; to create a character sketch based on a sound clip from a film or an audiotape of an interview; to synthesize ideas in a literature circle)*

Active Listening Strategies

1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a wide variety of situations, including work in groups *(e.g., take turns without interrupting or overlapping during a class debate or panel discussion; ask questions to make connections to the ideas of others; use vocal prompts in dialogue to express empathy, interest, and personal regard:* After an experience like that, I can imagine how you felt.*)*

Comprehension Strategies

1.3 identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of increasingly complex or challenging oral texts *(e.g., use background knowledge about the structure of oral texts such as debates, interviews, speeches, monologues, lectures, and plays to make predictions and identify important ideas while listening; ask questions for clarification or further information; visualize scenes suggested by evocative or descriptive language in a text; use note-taking strategies to keep track of or summarize important points made by a speaker)*

Demonstrating Understanding

1.4 demonstrate an understanding of the information and ideas in increasingly complex oral texts in a variety of ways *(e.g., briefly outline the main ideas in a text; accurately carry out a procedure or follow instructions; use a graphic form of expression, such as drawing or tableaux, to depict the important ideas in an oral text)*

Making Inferences/Interpreting Texts

1.5 develop and explain interpretations of oral texts using stated and implied ideas from the texts to support their interpretation

Teacher prompt: "Explain what evidence you used to determine the theme(s) in this oral text."

Extending Understanding

1.6 extend understanding of oral texts, including increasingly complex texts, by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them *(e.g., activate prior knowledge in order to assess the credibility of a speaker's assertions; assess the validity of other speakers' ideas in relation to their own and modify their own ideas if appropriate; compare the information or ideas in an oral text to those in another text on the same topic)*

Analysing Texts

1.7 analyse oral texts in order to evaluate how effectively they communicate ideas, opinions, themes, or experiences, and suggest possible improvements *(e.g., listen to two sides of an argument in a debate, make a judgement, and develop a personal position on the topic)*

Point of View

1.8 explain the connection between a speaker's tone and the point of view or perspective presented in oral texts *(e.g., the reason why a speaker might employ humour to present a serious theme)*

Teacher prompts: "How does the use of humour in this text influence the audience?" "Why do you think the speaker uses sarcasm? Is it effective? Why, or why not?"

Presentation Strategies

1.9 identify a wide variety of presentation strategies used in oral texts and evaluate their effectiveness *(e.g., the use of humour, body language, visual aids, vocal effects)*

2. Speaking to Communicate

By the end of Grade 7, students will:

Purpose

2.1 identify a range of purposes for speaking and explain how the purpose and intended audience might influence the choice of speaking strategies *(e.g., to present conclusions about a research project through dramatization, a role play, or a monologue; to interest classmates in a social issue through a debate; to solve problems or investigate issues and ideas through a group brainstorming session)*

Interactive Strategies

2.2 demonstrate an understanding of appropriate speaking behaviour in most situations, adapting contributions and responses to suit the purpose and audience *(e.g., ask questions and paraphrase to confirm understanding; request repetition or an explanation from other group members when meaning is unclear; use language and forms of address that are appropriate to the formality or informality of the situation)*

Clarity and Coherence

2.3 communicate orally in a clear, coherent manner, using a structure and style appropriate to both the topic and the intended audience *(e.g., use a formal structure of opening statement, enumeration of points, and summary/conclusion, and a straightforward, impersonal style, to present a position statement on an issue)*

Appropriate Language

2.4 use appropriate words, phrases, and terminology from the full range of their vocabulary, including inclusive and non-discriminatory language, and a range of stylistic devices, to communicate their meaning accurately and engage the interest of their intended audience *(e.g., use the technical vocabulary of the subject area during a scientific investigation in a group setting; incorporate literary language and structures into personal anecdotes or imaginative narratives; use emotive language in a persuasive appeal to a large group)*

Vocal Skills and Strategies

2.5 identify a range of vocal effects, including tone, pace, pitch, volume, and a variety of sound effects, and use them appropriately and with sensitivity towards cultural differences to communicate their meaning *(e.g., use pauses and changes of pace to highlight the introduction of each new point in a speech to the student body)*

Non-Verbal Cues

2.6 identify a variety of non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning *(e.g., lean into a group to make a point; make eye contact with the person to whom the response/question is directed)*

Visual Aids

2.7 use a variety of appropriate visual aids *(e.g., charts, videos, props, multimedia)* to support and enhance oral presentations *(e.g., use a short video clip to support a formal presentation)*

3. Reflecting on Oral Communication Skills and Strategies

By the end of Grade 7, students will:

Metacognition

3.1 identify what strategies they found most helpful before, during, and after listening and speaking and what steps they can take to improve their oral communication skills

Teacher prompts: "What do you try to find out before you begin to listen to an oral text?" "How can a partner help you clarify your ideas after listening to an oral text?" "What steps help you prepare to speak in a formal situation?"

Interconnected Skills

3.2 identify how their skills as viewers, representers, readers, and writers help them improve their oral communication skills

Teacher prompt: "How does reading about an issue help you participate in a discussion about it?"

GRADE 7 | READING

OVERALL EXPECTATIONS

By the end of Grade 7, students will:

1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;
2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
3. use knowledge of words and cueing systems to read fluently;
4. reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

SPECIFIC EXPECTATIONS

1. Reading for Meaning

By the end of Grade 7, students will:

Variety of Texts

1.1 read a wide variety of increasingly complex or difficult texts from diverse cultures, including literary texts *(e.g., short stories, poetry, novels, mysteries, historical fiction, autobiographies, scripts, lyrics)*, graphic texts *(e.g., graphs and graphic organizers, charts and tables, diagrams, surveys, maps)*, and informational texts *(e.g., print and online encyclopedias, manuals, and magazine and newspaper articles; magazines in their first languages, where appropriate; electronic texts, textbooks, and non-fiction materials; a variety of dictionaries, thesauri, and websites)*

Purpose

1.2 identify a variety of purposes for reading and choose reading materials appropriate for those purposes *(e.g., an electronic database listing magazines, newspapers, and journals to verify information; a national, local, or community newspaper for coverage of a specific/current issue; scripts and lyrics for enjoyment, recreation, and interest; an online or print encyclopedia article for background information)*

Comprehension Strategies

1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand increasingly complex texts *(e.g., activate prior knowledge on a topic through dialogue and discussion; use visualization and comparisons with images from other media to clarify details of characters, scenes, or concepts; ask questions to monitor understanding; summarize sections of text during reading; synthesize ideas to broaden understanding)*

Demonstrating Understanding

1.4 demonstrate understanding of increasingly complex texts by summarizing important ideas and citing a variety of details that support the main idea *(e.g., key information in manuals, surveys, graphs, online and print encyclopedias, websites, tables and charts; theme and related ideas in magazine articles, dramatic monologues, television programs)*

Making Inferences/Interpreting Texts

1.5 develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations

Teacher prompts: "How does the information in the graphic influence your interpretation of the text?" "What do you think the author wants you to realize about the character's decision in this scene? How is this information communicated?"

Extending Understanding

1.6 extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them *(e.g., by comparing their own perspective to those of the characters in a historical novel)*

Teacher prompt: "How is the immigration experience of these characters similar to that of new arrivals today? How is it different?"

Analysing Texts

1.7 analyse a variety of texts, both simple and complex, and explain how the different elements in them contribute to meaning and influence the reader's reaction *(e.g., narrative:* having ordinary characters caught up in an exciting plot makes the story seem more real; *debate:* the formal, balanced structure encourages the reader to pay equal attention to both sides of the argument*)*

Teacher prompts: "What does the author do to engage our sympathy for the main character? Why do you think the author makes us wait to find out what happens to this character?" "Does reading about another point of view make you think about this issue differently?"

Responding to and Evaluating Texts

1.8 evaluate the effectiveness of both simple and complex texts based on evidence from the texts

Teacher prompt: "Did the author's argument convince you? What impressed you the most – the facts themselves or the way they were presented?"

Point of View

1.9 identify the point of view presented in texts, including increasingly complex or difficult texts; give evidence of any biases they may contain; and suggest other possible perspectives *(e.g., determine whether an author's choice of voices to include seems justified and suggest how the meaning would change if different voices were chosen)*

2. Understanding Form and Style

By the end of Grade 7, students will:

Text Forms

2.1 analyse a variety of text forms and explain how their particular characteristics help communicate meaning, with a focus on literary texts such as a novel *(e.g., the realistic portrayal of imagined characters and actions helps the reader become involved in the story)*, graphic texts such as a photo essay *(e.g., the pictures and captions together communicate much more than they could separately)*, and informational texts such as a manual *(e.g., the use of headings, numbered steps, and illustrations makes the procedures easy to follow)*

Text Patterns

2.2 analyse increasingly complex texts to identify organizational patterns used in them and explain how the patterns help communicate meaning *(e.g., a question-and-answer format in a report or article; groups and subgroups in a table or web)*

Teacher prompt: "How does the organizational pattern make it easy for you to find the information you need?"

Text Features

2.3 identify a variety of text features and explain how they help communicate meaning *(e.g., a task bar, hyperlinks, margin notes, "Works Cited" or "References" lists)*

Elements of Style

2.4 identify various elements of style – including foreshadowing, metaphor, and symbolism – and explain how they help communicate meaning and enhance the effectiveness of texts (*e.g., a metaphor creates vivid, striking pictures in the reader's mind by suggesting an unexpected analogy between one type of object or idea and a different object or idea:* a budding poet*)*

3. Reading With Fluency

By the end of Grade 7, students will:

Reading Familiar Words

3.1 automatically read and understand most words in a wide range of reading contexts *(e.g., words from grade-level texts; terminology used in discussions and posted on anchor charts; words from shared-, guided-, and independent-reading texts, electronic texts, and resource materials in the curriculum subject areas)*

Reading Unfamiliar Words

3.2 predict the meaning of and rapidly solve unfamiliar words using different types of cues, including:

- semantic (meaning) cues *(e.g., prefixes, suffixes, base words, phrases, sentences, and visuals that activate existing knowledge of oral and written language)*;
- syntactic (language structure) cues *(e.g., word order, language patterns, punctuation)*;
- graphophonic (phonological and graphic) cues *(e.g., familiar words within larger words, syllables within longer words, similarities between words with known spelling patterns and unknown words)*

Reading Fluently

3.3 read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose *(e.g., read in role with suitable emphasis and phrasing to dramatize a text for an audience)*

4. Reflecting on Reading Skills and Strategies

By the end of Grade 7, students will:

Metacognition

4.1 identify a range of strategies they found helpful before, during, and after reading and explain, in conversation with the teacher and/or peers or in a reader's notebook, how they can use these and other strategies to improve as readers

Teacher prompts: "What strategies helped you to synthesize ideas while reading a longer text?" "What kind of graphic organizers helped you to represent your understanding of the text after reading?" "What strategy works best for you when you come to a word or concept that is unfamiliar?" "What questions do you ask yourself that help you monitor your reading?" "What is the most effective use of your reader's notebook?"

Interconnected Skills

4.2 explain, in conversation with the teacher and/or peers or in a reader's notebook, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read

Teacher prompts: "How has your experience of writing influenced the way you read?" "How do you think a literature circle discussion helps you to understand a text?" "How does writing about what you read in your reader's notebook help you as a reader?"

GRADE 7 | WRITING

OVERALL EXPECTATIONS

By the end of Grade 7, students will:

1. generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
4. reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

SPECIFIC EXPECTATIONS

1. Developing and Organizing Content

By the end of Grade 7, students will:

Purpose and Audience

1.1 identify the topic, purpose, and audience for more complex writing forms *(e.g., a rap poem or jingle, to express a personal view to the class; a report for a community newspaper about a public meeting on an environmental issue affecting local neighbourhoods; an autobiography for a youth magazine, web page, blog, or zine)*

Developing Ideas

1.2 generate ideas about more challenging topics and identify those most appropriate for the purpose

Research

1.3 gather information to support ideas for writing, using a variety of strategies and a wide range of print and electronic resources *(e.g., use a timeline to organize research tasks; interview people with knowledge of the topic; identify and use appropriate graphic and multimedia resources; record sources used and information gathered in a form that makes it easy to understand and retrieve)*

Classifying Ideas

1.4 sort and classify ideas and information for their writing in a variety of ways that allow them to manipulate information and see different combinations and relationships in their data *(e.g., by underlining or highlighting key words or phrases; by using a graphic organizer such as a "Plus/Minus/Interesting" chart)*

Organizing Ideas

1.5 identify and order main ideas and supporting details and group them into units that could be used to develop a multi-paragraph piece of writing, using a variety of strategies *(e.g., making jot notes; grouping according to key words; making charts; drawing webs)* and organizational patterns *(e.g., combined/multiple orders such as comparison and cause and effect)*

Review

1.6 determine whether the ideas and information they have gathered are relevant, appropriate, and sufficiently specific for the purpose, and do more research if necessary *(e.g., check for errors or omissions in information using a T-chart)*

2. Using Knowledge of Form and Style in Writing

By the end of Grade 7, students will:

Form

2.1 write complex texts of different lengths using a wide range of forms *(e.g., a description of the procedure for growing rice or coffee; an explanation of multiple ways to solve a mathematical problem or investigation; an argument stating the opposing points of view on a community issue, including the response of each side to the points made by the other side, for a class/school debate, or to report on the debate in a newsletter; a fictional narrative about a historical event to dramatize material studied; a mystery story modelled on the structures and conventions of the genre)*

Voice

2.2 establish a distinctive voice in their writing appropriate to the subject and audience *(e.g., use language that communicates their "stance" or point of view on an issue and identify the words and/or phrases that help them achieve this goal)*

Word Choice

2.3 regularly use vivid and/or figurative language and innovative expressions in their writing *(e.g., a wide variety of adjectives and adverbs; similes, metaphors, and other rhetorical devices such as exaggeration or personification)*

Teacher prompt: "Identify three language choices you have made and explain the effect they will have on a reader."

Sentence Fluency

2.4 vary sentence structures to give their writing rhythm and pacing by using a variety of connecting and/or introductory words and phrases *(e.g., however, for example, therefore, as a result)* to help combine short, simple sentences into longer, more complex sentences

Point of View

2.5 identify their point of view and other possible points of view, evaluate other points of view, and find ways to acknowledge other points of view, if appropriate

Teacher prompt: "How could you let your audience know you have thought about other points of view?"

Preparing for Revision

2.6 identify elements in their writing that need improvement, selectively using feedback from the teacher and peers, with a focus on voice, diction, and an effective beginning and ending

Teacher prompts: "Would your audience understand your feelings about your topic?" "Could you add one figurative expression or rhetorical device that would strengthen your work?" "Will your opening sentence engage the interest of your audience?"

Revision

2.7 make revisions to improve the content, clarity, and interest of their written work, using a variety of strategies *(e.g., use margin notes or sticky notes while rereading to record ideas for additions or changes; add or substitute words and phrases, including vocabulary from other subjects; use rhetorical devices such as understatement to achieve particular effects; adjust sentence length, type, and complexity to suit the audience and purpose; use patterns such as repetition of key phrases for emphasis and to engage the attention of the audience)*

Teacher prompt: "Would a variety of sentence types and lengths help to create suspense?"

Producing Drafts

2.8 produce revised draft pieces of writing to meet identified criteria based on the expectations *(e.g., adequate development of information and ideas, logical organization, appropriate use of form and style, appropriate use of conventions)*

3. Applying Knowledge of Language Conventions and Presenting Written Work Effectively

By the end of Grade 7, students will:

Spelling Familiar Words

3.1 spell familiar words correctly *(e.g., words from their oral vocabulary, anchor charts, and shared-, guided-, and independent-reading texts; words used regularly in instruction across the curriculum)*

Spelling Unfamiliar Words

3.2 spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling *(e.g., write words syllable by syllable; sort words by visual patterns; highlight tricky letters or groups of letters; cluster root words and related forms:* beauty, beautiful, beautician; *apply knowledge of vowel and consonant patterns and rules for forming possessives, contractions, and plurals)*

Vocabulary

3.3 confirm spellings and word meanings or word choice using a variety of resources appropriate for the purpose *(e.g., locate syllables, stress patterns, inflected forms, multiple meanings, and information about word origins in online and print dictionaries, including thematic dictionaries such as a medical dictionary, bilingual dictionary, or dictionary of idioms; use a thesaurus to explore alternative word choices)*

Punctuation

3.4 use punctuation appropriately to communicate their intended meaning in more complex writing forms, including forms specific to different subject areas, with a focus on the use of: periods after initials, in abbreviations, and in decimal numbers; parentheses; punctuation to indicate intonation, pauses, or gestures

Grammar

3.5 use parts of speech correctly to communicate their meaning clearly, with a focus on the use of: relative pronouns *(e.g., who, whose, which, that)*; prepositions, including prepositional phrases; adjectives; conjunctions; adverbs; present, past, and future verb tenses; present and past participles *(e.g., I am reading, I have read)*

Proofreading

3.6 proofread and correct their writing using guidelines developed with peers and the teacher *(e.g., an editing checklist specific to the writing task)*

Publishing

3.7 use a wide range of appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout *(e.g., use legible printing and cursive writing; supply a timeline; supply captions and text boxes to accompany the photographs in a photo essay; use a bulleted or point-form layout in a summary of key points for a debate)*

Producing Finished Works

3.8 produce pieces of published work to meet identified criteria based on the expectations *(e.g., adequacy of information and ideas, logic and effectiveness of organization, effective use of form and stylistic elements, appropriate use of conventions, effective presentation)*

4. Reflecting on Writing Skills and Strategies

By the end of Grade 7, students will:

Metacognition

4.1 identify a variety of strategies they used before, during, and after writing, explain which ones were most helpful, and suggest future steps they can take to improve as writers *(e.g., use a three-column reflection journal to monitor the writing process:* What I did/What I learned/How I can use it*)*

Teacher prompt: "Explain how you used your writer's notebook to help you identify your strengths as a writer and your next steps for writing."

Interconnected Skills

4.2 describe how their skills in listening, speaking, reading, viewing, and representing help in their development as writers

Teacher prompt: "In what way have your experiences with reading, viewing, and listening to texts changed the way you think about the audience for your writing?"

Portfolio

4.3 select pieces of writing that they think reflect their growth and competence as writers and explain the reasons for their choices

GRADE 7 | MEDIA LITERACY

OVERALL EXPECTATIONS

By the end of Grade 7, students will:

1. demonstrate an understanding of a variety of media texts;
2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
4. reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

SPECIFIC EXPECTATIONS

1. Understanding Media Texts

By the end of Grade 7, students will:

Purpose and Audience

1.1 explain how various media texts address their intended purpose and audience *(e.g., this sports team uniform uses school colours and an image of the school's mascot to give the team a "brand" or "identity" to encourage fan loyalty; this music group's web page uses electronic graphics and intense colours to reflect the group's style and to encourage fans to buy its new CD)*

Teacher prompt: "Why do companies and organizations consider it important to have a logo that gives them an 'identity' or 'brand'?"

Making Inferences/Interpreting Messages

1.2 interpret increasingly complex or difficult media texts, using overt and implied messages as evidence for their interpretations *(e.g., identify the editorial positions of two different newspapers by comparing the selection of stories and the composition of elements [photos, images, text] on their front pages; identify the themes in a contemporary action movie or comedy and explain how these themes contribute to the popularity of the film; explain how standards of beauty are established in advertising)*

Teacher prompts: "What are the differences in the way these sources cover this event? What do the differences tell you about each news source?" "What standards of beauty are projected in movies and advertisements? How do these standards affect students?"

Responding to and Evaluating Texts

1.3 evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts *(e.g., explain why the editorial/photo essay in this e-zine did or did not convince you of its position; debate whether violence in televised professional sporting events adds to or detracts from their appeal)*

Teacher prompts: "How was this theme developed as the movie unfolded? Did the use of suspense enhance the effectiveness of the message?" "Did this video game deliver the excitement that was promised in the advertisement? What made it succeed/fail?" "Do the sports you see on television affect your decision about participating in particular sports?"

Audience Responses

1.4 explain why different audiences *(e.g., with respect to gender, age, nationality, ability/disability income level)* might have different responses to a variety of media texts *(e.g., messages in chat rooms, television broadcasts of international news stories, music, documentaries, clothing)*

Point of View

1.5 demonstrate understanding that different media texts reflect different points of view *(e.g., compare pictures of the same character and/or event in media texts aimed at different audiences and identify the different perspectives represented)*

Teacher prompt: "What differences can you identify in the way the character is represented in the different texts? Which representation seems most/least fair? Why? What explanation can you suggest for the differences in the representations?"

Production Perspectives

1.6 identify who produces various media texts and determine the commercial, ideological, political, cultural, and/or artistic interests or perspectives that the texts may involve *(e.g., films may be classified as "artistic", "commercial", "documentary", and so on, reflecting the different perspectives and approaches they take; one magazine contains a majority of pieces offering a political perspective, whereas another features various pieces written from different perspectives)*

Teacher prompt: "Identify two or more perspectives evident on a cereal box. What makes these perspectives apparent? Are different kinds of graphics used for each? Are there differences in the positioning of elements? Is one perspective more dominant than the other? Explain why this might be the case."

2. Understanding Media Forms, Conventions, and Techniques

By the end of Grade 7, students will:

Form

2.1 explain how individual elements of various media forms combine to create, reinforce, and/or enhance meaning

Teacher prompt: "Explain how different elements of maps, such as colour (used to show different topographical features) and legends (used to show scale and compass orientation), are used in combination to make maps meaningful." "Describe the interrelationship of instrumentals, lyrics, and vocals in a favourite song."

Conventions and Techniques

2.2 identify the conventions and techniques used in a variety of media forms and explain how they help convey meaning and influence or engage the audience *(e.g., fashion magazine conventions:* fashion and cosmetics advertisements are more prominent than editorial content; *fashion magazine techniques:* "themed" presentation of clothing in photo spreads, dramatic modelling poses to display novel features of the clothing*)*

Teacher prompts: "What does the placement of the advertisements tell you about a magazine?" "Identify different camera angles used for the photographs in the advertisements and explain their effect."

3. Creating Media Texts

By the end of Grade 7, students will:

Purpose and Audience

3.1 explain why they have chosen the topic for a media text they plan to create *(e.g., a class newspaper or pamphlet to inform parents about the achievements and activities of students in the class)*, and identify challenges they may face in engaging and/or influencing their audience

Teacher prompt: "Parents are very busy people. What in your pamphlet will succeed in capturing their attention?"

Form

3.2 identify an appropriate form to suit the specific purpose and audience for a media text they plan to create *(e.g., a website or multimedia presentation about a unit of study to present research findings to the class)*, and explain why it is an appropriate choice

Teacher prompt: "What makes this form an effective way to present your message to this particular audience?"

Conventions and Techniques

3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create, and explain how they will use the conventions and techniques to help communicate their message *(e.g., movie poster conventions:* title, images of the actors "in role", positive quotations from reviewers; *movie poster techniques:* distinctive lettering, arresting or unusual layout or treatment of images*)*

Producing Media Texts

3.4 produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques *(e.g.,*

- *a class newspaper for parents*
- *a class magazine for students in a lower grade*
- *a multimedia report on a unit of study for geography*
- *a website about the school for new students*
- *a movie poster*
- *an advertisement for a new product*
- *a theatre review with commentary on the use of conventions and techniques for a class/school newspaper*
- *a scene for a film based on a prose narrative*
- *two media texts on the same subject using different media forms)*

4. Reflecting on Media Literacy Skills and Strategies

By the end of Grade 7, students will:

Metacognition

4.1 identify what strategies they found most helpful in making sense of and creating media texts, and explain how these and other strategies can help them improve as media viewers/listeners/producers

Teacher prompt: "What aspects of the planning process were most important to the success of your media text?"

Interconnected Skills

4.2 explain how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts

Teacher prompts: "How do reading skills help you judge the effectiveness of your own media texts?" "What writing skills might help you improve the effectiveness of your own media texts?"

GRADE 8

GRADE 8 | ORAL COMMUNICATION

OVERALL EXPECTATIONS

By the end of Grade 8, students will:

1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;

2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;

3. reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

SPECIFIC EXPECTATIONS

1. Listening to Understand

By the end of Grade 8, students will:

Purpose

1.1 identify a range of purposes for listening in a variety of situations, formal and informal, and set goals appropriate to specific listening tasks *(e.g., to evaluate the effectiveness of the arguments on both sides of a class debate on an environmental, social, or global issue; to respond to feedback in peer conferences and student/teacher conferences)*

Active Listening Strategies

1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a wide variety of situations, including work in groups *(e.g., follow the conversation and make relevant contributions in a group discussion; express interest in what is being said by commenting and questioning)*

Comprehension Strategies

1.3 identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of increasingly complex and challenging oral texts *(e.g., use background knowledge about the structure of oral texts such as debates, interviews, speeches, monologues, lectures, and plays to make predictions and identify important ideas while listening; ask questions for clarification or further information; use a range of note-taking strategies to keep track of or summarize important points; use self-questioning to monitor understanding of what is being said)*

Demonstrating Understanding

1.4 demonstrate an understanding of the information and ideas in increasingly complex and difficult oral texts in a variety of ways *(e.g., compare views about an oral text with two other classmates and prepare a joint summary to present to the class; cite details from an oral text to support their opinions about it in a small-group discussion; use visual art, music, or drama to represent important ideas in an oral text)*

Making Inferences/Interpreting Texts

1.5 develop and explain interpretations of oral texts using the language of the text and oral and visual cues to support their interpretations

Teacher prompt: "Why might different audiences interpret the same oral text in different ways? Give examples to support your opinion."

Extending Understanding

1.6 extend understanding of oral texts, including increasingly complex or difficult texts, by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them *(e.g., respond in role as a character from an oral text while being interviewed by another student; discuss similarities and differences between oral and print texts on the same topic, focusing on specific elements such as the accuracy and relevance of information; debate the wisdom of the choices made by a historical personage depicted in an oral biography, based on ideas about what their own choices might have been)*

Analysing Texts

1.7 analyse a variety of complex or challenging oral texts in order to identify the strategies that have been used to inform, persuade, or entertain, and evaluate the effectiveness of those strategies *(e.g., compare the tone and the ideas emphasized in speeches about non-smoking regulations by a tobacco company representative and a person with asthma and suggest how each approach would influence an audience)*

Point of View

1.8 explain what the use of irony or satire in an oral text reveals about the speaker 's purpose and perspective

Teacher prompts: "What cues help you to recognize the use of irony or satire in a text?" "How does recognizing irony or satire help you to understand what is being said?"

Presentation Strategies

1.9 identify a wide variety of presentation strategies used in oral texts, evaluate their effectiveness, and suggest other strategies that might have been as effective or more so *(e.g., compare two oral presentations, with a focus on the effectiveness of the presentation strategies used by each speaker)*

Teacher prompt: "Did the speakers use facial expressions, vocal effects, and body language appropriately? Did the use of these strategies make the message more convincing?"

2. Speaking to Communicate

By the end of Grade 8, students will:

Purpose

2.1 identify a range of purposes for speaking in a variety of situations, both straightforward and more complex, and explain how the purpose and intended audience might influence the choice of speaking strategies *(e.g., to introduce a speaker; to support the resolution in a debate; to dramatize a favourite poem; to explain a complex procedure to an individual or group; to work towards the solution to a problem with a partner)*

Interactive Strategies

2.2 demonstrate an understanding of appropriate speaking behaviour in most situations, using a variety of speaking strategies and adapting them to suit the purpose and audience *(e.g., paraphrase different points of view on an issue to clarify alternative perspectives; affirm the contributions of others before responding; avoid making highly personal remarks in public or in formal situations)*

Clarity and Coherence

2.3 communicate in a clear, coherent manner, using a structure and style appropriate to the purpose, the subject matter, and the intended audience *(e.g., combine logic with an appeal to emotion in a charity fund-raising speech; use a cause-and-effect structure in a report on the rise of a political movement or the emergence of a contentious Aboriginal issue)*

Appropriate Language

2.4 use appropriate words, phrases, and terminology from the full range of their vocabulary, including inclusive and non-discriminatory language, and a range of stylistic devices, to communicate their meaning effectively and engage the interest of their intended audience *(e.g., use imagery, figurative language such as similes and analogies, and other stylistic elements such as idioms and onomatopoeia to evoke a particular mood in a dramatic monologue or an appeal for support)*

Vocal Skills and Strategies

2.5 identify a range of vocal effects, including tone, pace, pitch, volume, and a variety of sound effects, and use them appropriately and with sensitivity towards cultural differences to communicate their meaning *(e.g., use changes in pitch to differentiate voices in a storytelling session; use tone and volume to clarify implied messages in a rap poem)*

Non-Verbal Cues

2.6 identify a variety of non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning *(e.g., rehearse and use hand gestures and increased volume to emphasize points during a formal presentation)*

Visual Aids

2.7 use a variety of appropriate visual aids *(e.g., photographs, multimedia, diagrams, graphs, charts, costumes, props, artefacts)* to support and enhance oral presentations *(e.g., use a chart to clarify the order of events in a report about a scientific breakthrough; use a video clip from an animated cartoon to show how sound is used to complement the image)*

3. Reflecting on Oral Communication Skills and Strategies

By the end of Grade 8, students will:

Metacognition

3.1 identify what strategies they found most helpful before, during, and after listening and speaking and what steps they can take to improve their oral communication skills

Teacher prompts: "What listening strategies help you to contribute effectively in a group discussion?" "What questions do you ask yourself to check whether you are understanding what is being said?" "Can you identify the most effective elements in your oral presentation? How do you know they were effective?" "What would you do differently next time?"

Interconnected Skills

3.2 identify how their skills as viewers, representers, readers, and writers help them improve their oral communication skills

Teacher prompt: "How does your experience of creating media texts help you understand oral texts?"

GRADE 8 | READING

OVERALL EXPECTATIONS

By the end of Grade 8, students will:

1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;
2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
3. use knowledge of words and cueing systems to read fluently;
4. reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

SPECIFIC EXPECTATIONS

1. Reading for Meaning

By the end of Grade 8, students will:

Variety of Texts

1.1 read a wide variety of increasingly complex or difficult texts from diverse cultures, including literary texts *(e.g., short stories, novels, poetry, essays, science fiction, memoirs, scripts, satire)*, graphic texts *(e.g., graphs and graphic organizers, charts and tables, surveys, maps, spreadsheets)*, and informational texts *(e.g., essays, Canadian and global print and online sources, electronic texts, textbooks, dictionaries, thesauri, websites, transcripts)*

Purpose

1.2 identify a variety of purposes for reading and choose increasingly complex or difficult reading materials appropriate for those purposes *(e.g., several online or print articles by the same author to identify consistency or change in the author 's point of view; websites for information on a topic from different sources; stories from different cultures, including Aboriginal cultures, to compare treatments of similar themes)*

Comprehension Strategies

1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand increasingly complex or difficult texts *(e.g., activate prior knowledge on a topic through dialogue or by developing mind maps; use visualization and comparisons with images in other texts or media to clarify impressions of characters, scenes, or concepts; ask questions to monitor and clarify understanding; identify important ideas; synthesize ideas to broaden understanding)*

Demonstrating Understanding

1.4 demonstrate understanding of increasingly complex and difficult texts by summarizing important ideas and explaining how the details support the main idea *(e.g., theme or argument and supporting evidence in reviews, essays, plays, poems; key information and related data in public documents, online and print reference articles, manuals, surveys, graphs, tables and charts, websites, transcripts)*

Making Inferences/Interpreting Texts

1.5 develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations

Teacher prompt: "How do the stated and unstated messages in the dialogue between these characters complicate the plot of this story? What details in the dialogue support your interpretation?"

Extending Understanding

1.6 extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other texts, and to the world around them

Teacher prompts: "Do you have knowledge or experiences that affect the way you interpret the author's message?" "How does the author's approach differ from the approach in other articles you have read on this topic?"

Analysing Texts

1.7 analyse a variety of texts, including complex or difficult texts, and explain how the various elements in them contribute to meaning and influence the reader's reaction *(e.g., narrative:* rising action holds attention and creates suspense; *report on an investigation:* the opening paragraph tells the reader about the purpose, goals, and audience for the report*)*

Teacher prompts: "Why does the author spend so much time describing the preparation for the race?" "How does the information in the opening paragraph help you understand the rest of the report?"

Responding to and Evaluating Texts

1.8 evaluate the effectiveness of a text based on evidence taken from that text

Teacher prompts: "Were the instructions for doing the experiment clear and easy to follow? Why or why not?" "Were the author's arguments well supported by credible evidence? Did the arguments make sense? Why, or why not?" "Identify three uses of imagery in the poem and explain how they help the poet communicate the theme effectively."

Point of View

1.9 identify the point of view presented in texts, including increasingly complex or difficult texts; give evidence of any biases they may contain; and suggest other possible perspectives *(e.g., determine whether an environmental argument should include an economic perspective or an economic argument should include an environmental perspective)*

Teacher prompt: "How will the addition of another perspective affect the impact or appeal of the text?"

2. Understanding Form and Style

By the end of Grade 8, students will:

Text Forms

2.1 analyse a variety of text forms and explain how their particular characteristics help communicate meaning, with a focus on literary texts such as a memoir *(e.g., the author's personality and/or special experience of the subject are an important part of the narrative, even if the author is not the subject of the narrative)*, graphic texts such as a map *(e.g., the different colours for land and water help readers understand what geographical features they are looking at)*, and informational texts such as a magazine article *(e.g., sidebars allow minor themes to be developed in detail without interrupting the main narrative)*

Text Patterns

2.2 analyse increasingly complex texts to identify different types of organizational patterns used in them and explain how the patterns help communicate meaning *(e.g., a "before-and-after" comparison in an advertisement; time order and cause and effect in an online magazine or newspaper article)*

Text Features

2.3 identify a variety of text features and explain how they help communicate meaning *(e.g., tree diagrams, tables, endnotes, and "Works Cited" or "References" lists help readers locate information and understand its context)*

Teacher prompt: "What do the types of sources in the 'References' list tell you about the author's research?"

Elements of Style

2.4 identify a range of elements of style – including symbolism, irony, analogy, metaphor, and other rhetorical devices – and explain how they help communicate meaning and enhance the effectiveness of texts *(e.g., the use of dramatic irony, in which the audience understands the implications of words or actions better than the characters do themselves, can create humour or a sense of foreboding)*

3. Reading With Fluency

By the end of Grade 8, students will:

Reading Familiar Words

3.1 automatically read and understand most words in a wide range of reading contexts *(e.g., words from grade-level texts; terminology used in discussions and posted in the classroom; words from shared-, guided-, and independent-reading texts, electronic texts, and resource material used in the curriculum subject areas)*

Reading Unfamiliar Words

3.2 predict the meaning of and rapidly solve unfamiliar words using different types of cues, including:

- semantic (meaning) cues *(e.g., base words, prefixes, suffixes, phrases, sentences, and visuals that activate existing knowledge of oral and written language)*;
- syntactic (language structure) cues *(e.g., word order and the relationship between words, language patterns, punctuation)*;
- graphophonic (phonological and graphic) cues *(e.g., familiar words within larger words, syllables within larger words, similarities between words with known spelling patterns and unknown words)*

Teacher prompt: "Read to the end of the paragraph and see if the context will help you solve the word. Is the word essential to your understanding? If so, reread and see if you can solve the word by…"

Reading Fluently

3.3 read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose *(e.g., orally read to entertain a younger class, using suitable emphasis, intonation, and phrasing)*

4. Reflecting on Reading Skills and Strategies

By the end of Grade 8, students will:

Metacognition

4.1 identify the strategies they found most helpful before, during, and after reading and explain, in conversation with the teacher and/or peers or in a reader's notebook/reflective journal, how they can use these and other strategies to improve as readers

Teacher prompts: "What strategies do you use most consistently to help you understand a new text?" "What types of questions do you ask yourself to help you monitor your reading?" "What 'fix-up' strategies do you use when you don't understand?" "What strategies do you use confidently and effectively?"

Interconnected Skills

4.2 explain, in conversation with the teacher and/or peers or in a reader's notebook/reflective journal, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read

Teacher prompts: "Did watching the television program about space exploration help you when you were reading the newspaper reports of the space probe?" "How does creating online texts help you read electronic texts?" "What lessons have you learned as a writer/listener that will make you a better reader?"

GRADE 8 | WRITING

OVERALL EXPECTATIONS

By the end of Grade 8, students will:

1. generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
4. reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

SPECIFIC EXPECTATIONS

1. Developing and Organizing Content

By the end of Grade 8, students will:

Purpose and Audience

1.1 identify the topic, purpose, and audience for more complex writing forms *(e.g., a personal memoir about the school experience to share with classmates, family, and friends at graduation; a report on a topic of current interest in the style of a newspaper article, including headlines, for a school or community newspaper; a campaign flyer or brochure to promote a candidate for school government)*

Developing Ideas

1.2 generate ideas about more challenging topics and identify those most appropriate to the purpose

Research

1.3 gather information to support ideas for writing, using a variety of strategies and a wide range of print and electronic sources *(e.g., produce a plan and timeline for carrying out research tasks; interview people with knowledge of the topic; identify and use graphic and multimedia resources; record sources used and information gathered in a form that makes it easy to understand and retrieve)*

Classifying Ideas

1.4 sort and classify ideas and information for their writing in a variety of ways that allow them to manipulate information and see different combinations and relationships in their data *(e.g., by using electronic graphic organizers, tables, charts)*

Organizing Ideas

1.5 identify and order main ideas and supporting details and group them into units that could be used to develop a summary, a debate, or a report of several paragraphs, using a variety of strategies *(e.g., making jot notes; making sketchboard outlines of a procedure or series of events)* and organizational patterns *(e.g., combined/multiple orders such as order of importance and cause and effect)*

Review

1.6 determine whether the ideas and information they have gathered are relevant, appropriate, and sufficiently specific for the purpose, and do more planning and research if necessary *(e.g., check for depth and breadth of coverage of the topic)*

2. Using Knowledge of Form and Style in Writing

By the end of Grade 8, students will:

Form

2.1 write complex texts of a variety of lengths using a wide range of forms *(e.g., a memoir of a significant Canadian; a report comparing the economies of two nations and explaining how a new industry might affect each nation's economy; briefing notes for an oral debate outlining both sides of an argument, including appeals to both logic and emotion; a narrative in the style of a particular author, adding to or extending a text by that author; an original satirical, science-fiction, or realistic fiction piece modelled on the structures and conventions of the genre; a free verse or narrative poem, or a limerick)*

Voice

2.2 establish a distinctive voice in their writing appropriate to the subject and audience, *(e.g., use emotive language to persuade the audience to share their feelings, and explain the effect they think it will have on the audience)*

Word Choice

2.3 regularly use vivid and/or figurative language and innovative expressions in their writing (*e.g., adjective phrases:* The car with the fluorescent red racing stripe; *adverb phrases:* He walked with the gait of a sailor; *specialized vocabulary and terminology; analogies and idioms)*

Teacher prompt: "Identify three language choices you have made and explain the effect they will have on a reader."

Sentence Fluency

2.4 vary sentence types and structures for different purposes *(e.g., to alter the pace or mood)*, with a focus on using a range of relative pronouns *(e.g., who, which)*, subordinate conjunctions *(e.g., whenever, because, although)*, and both the active and passive voice

Point of View

2.5 identify their point of view and other possible points of view, evaluate other points of view, and find ways to respond to other points of view, if appropriate

Teacher prompt: "How can you address in your writing the questions that would come from others who hold a different point of view?"

Preparing for Revision

2.6 identify elements in their writing that need improvement, selectively using feedback from the teacher and peers, with a focus on depth of content and appropriateness of tone

Teacher prompts: "Are there any key ideas that are missing or need more explanation?" "Does your writing have an identifiable tone *(e.g., sincerity, humour, horror, irony, pathos)*? Is the tone appropriate to the subject matter? Does it accurately reflect your point of view?"

Revision

2.7 make revisions to improve the content, clarity, and interest of their written work, using a variety of strategies *(e.g., use sticky notes while rereading to record questions and ideas; cut and paste to improve logic of organization; add or substitute words and phrases, including vocabulary from other subject areas; use idioms, figurative language, and rhetorical devices such as analogy to achieve particular effects; adjust sentence length, type, and complexity to suit the audience and purpose; use patterns such as repetition with variations to emphasize important points and hold the attention of the audience)*

Teacher prompt: "Could you use two different sentence lengths and patterns to highlight the two points of view in your argument?"

Producing Drafts

2.8 produce revised draft pieces of writing to meet identified criteria based on the expectations *(e.g., adequate development of information and ideas, logical organization, appropriate use of form and style, appropriate use of conventions)*

3. Applying Knowledge of Language Conventions and Presenting Written Work Effectively

By the end of Grade 8, students will:

Spelling Familiar Words

3.1 spell familiar words correctly *(e.g., words from their oral vocabulary, anchor charts, and shared-, guided-, and independent-reading texts; words used regularly in instruction across the curriculum)*

Spelling Unfamiliar Words

3.2 spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling *(e.g., orally emphasize differences in easily confused words:* affect/effect, technicality/technically; *compare complicated words to words with known letter patterns; use knowledge of the history of a word to help spell it:* sheep herder/shepherd; *use knowledge of familiar words to spell technical terms)*

Vocabulary

3.3 confirm spellings and word meanings or word choice using a wide variety of resources appropriate for the purpose *(e.g., locate entry words, pronunciation keys, prefixes, and information about word origins in online and print dictionaries, including thematic dictionaries such as a dictionary of synonyms, antonyms, and homonyms, a science dictionary)*

Punctuation

3.4 use punctuation appropriately to communicate their intended meaning in more complex writing forms, including forms specific to different subjects across the curriculum, with a focus on the use of: commas to separate introductory phrases from the main part of a sentence and to separate words, phrases, and clauses in a series; quotation marks to distinguish words being discussed as words and to indicate titles; ellipses (…) and dashes to indicate sentence breaks, ambiguities, or parenthetical statements

Grammar

3.5 use parts of speech correctly to communicate their meaning clearly, with a focus on subject/verb agreement and the use of nouns, pronouns, adjectives, adverbs, and prepositions

Proofreading

3.6 proofread and correct their writing using guidelines developed with peers and the teacher *(e.g., an editing checklist specific to the writing task)*

Publishing

3.7 use a wide range of appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout *(e.g., use legible printing and cursive writing; use an imaginative text layout, drawings, and a table of contents in a class poetry anthology for the school library; use a spreadsheet to display detailed specific information)*

Producing Finished Works

3.8 produce pieces of published work to meet identified criteria based on the expectations *(e.g., adequacy of information and ideas, logic and effectiveness of organization, effective use of form and stylistic elements, appropriate use of conventions, effective presentation)*

4. Reflecting on Writing Skills and Strategies

By the end of Grade 8, students will:

Metacognition

4.1 identify a variety of strategies they used before, during, and after writing, explain which ones were most helpful, and suggest future steps they can take to improve as writers *(e.g., use a three-column reflection journal to monitor the writing process:* What I learned/How I learned it/How I can use it*)*

Teacher prompt: "Explain how you used your writer's notebook/journal to help you identify your strengths as a writer and your next steps for writing."

Interconnected Skills

4.2 describe how their skills in listening, speaking, reading, viewing, and representing help in their development as writers

Teacher prompts: "How does assuming the role of the reader of your own writing help you revise your writing?" "How do you think listening to oral texts has helped you become a better writer?" "How can reading texts from different cultures improve your writing?"

Portfolio

4.3 select pieces of writing that they think reflect their growth and competence as writers and explain the reasons for their choice

GRADE 8 | MEDIA LITERACY

OVERALL EXPECTATIONS

By the end of Grade 8, students will:

1. demonstrate an understanding of a variety of media texts;
2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
4. reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

SPECIFIC EXPECTATIONS

1. Understanding Media Texts

By the end of Grade 8, students will:

Purpose and Audience

1.1 explain how a variety of media texts address their intended purpose and audience *(e.g., this stage production based on a popular novel uses music and lighting to enhance the original and appeal to its fans; this commercial for a sports car uses fast-paced editing and rock music to appeal to the target audience – young, single men and women)*

Teacher prompts: "Why might a producer think that yet another version of this well-known story would attract a wide audience?" "What kind of driver is this car advertisement designed to appeal to?"

Making Inferences/Interpreting Messages

1.2 interpret increasingly complex or difficult media texts, using overt and implied messages as evidence for their interpretations *(e.g., compare the coverage of a lead story in a morning newspaper to the coverage of that story on the evening news; compare the order in which news stories are reported on two different television channels and suggest reasons for the differences; compare the treatment of a historical figure in a movie to his or her treatment in a print biography)*

Teacher prompts: "Did the newspaper and the television news program use the same lead story? Why or why not? Did the different news sources provide different information on the same topic? Did they take a different position?" "Which historical portrait is more convincing? More accurate? More interesting? Why?"

Responding to and Evaluating Texts

1.3 evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts *(e.g., explain how a series of newspaper stories on a controversial issue captured and maintained their interest; explain the similarities and differences in the treatment of a particular topic or theme in different media texts and evaluate the relative effectiveness of the treatments; as a class, evaluate the media's coverage of a social or environmental issue over a two-week period)*

Audience Responses

1.4 explain why different audiences *(e.g., with respect to gender, age, culture, race, income level)* might have different responses to a variety of media texts *(e.g., predict how* *a member of a particular age/gender/ ethnocultural/socio-economic group might react to a controversial article in a print or online news magazine and give reasons for their prediction)*

Teacher prompt: "Do you think all members of a particular group would react the same way to this issue? Could an older person react the same way as a teenager? Why, or why not?"

Point of View

1.5 demonstrate understanding that different media texts reflect different points of view and that some texts reflect multiple points of view *(e.g., a television broadcast of a sports game presents the views of fans, the announcers, the sponsors, and the television network; different media texts represent people of different age, gender, income level, or ethnocultural background differently, communicating obvious or subtle messages that might indicate bias or stereotyping; different points of view are often presented in a news report of a conflict)*

Teacher prompts: "What different groups are represented in the text? Are the different groups treated differently? If so, how?" "In this news report about a conflict between two countries, does the reporter appear to favour one side over the other? Give evidence for your view."

Production Perspectives

1.6 identify who produces various media texts and determine the commercial, ideological, political, cultural, and/or artistic interests or perspectives that the texts may involve *(e.g., a music company's interest in a recording may be different from that of the artist; the company that produces a video game and the game's creator may have different views on how the game should be promoted)*

Teacher prompt: "How are commercial and artistic interests reflected in the contents and presentation of this CD by your favourite group?" "Explain how a more ideological approach might affect the appeal of this magazine for its current broad range of readers."

2. Understanding Media Forms, Conventions, and Techniques

By the end of Grade 8, students will:

Form

2.1 explain how individual elements of various media forms combine to create, reinforce, and/or enhance meaning *(e.g., print advertisements use text, images, colour, different fonts, and different camera angles in a seamless combination to create an effect)*

Teacher prompt: "Why do you think each of these elements is included? How are the elements combined to create a coherent message?"

Conventions and Techniques

2.2 identify the conventions and techniques used in a variety of media forms and explain how they help convey meaning and influence or engage the audience *(e.g., website conventions:* home pages provide users with a convenient preview of the types of information available; *website techniques:* "sidebars" with inviting audio/video elements entice viewers to browse and explore new topics that might not have been their first priority*)*

3. Creating Media Texts

By the end of Grade 8, students will:

Purpose and Audience

3.1 explain why they have chosen the topic for a media text they plan to create *(e.g., a poster advertising a class fund-raising campaign to appeal to local parent groups, businesses, or service organizations)*, and identify challenges they may face in engaging and/or influencing their intended audience

Teacher prompt: "What are the challenges involved in reaching each of these groups? How can you appeal to all of the groups in a single poster? If you were to develop three posters, one for each of them, how would the posters differ?"

Form

3.2 identify an appropriate form to suit the purpose and audience for a media text they plan to create *(e.g., a multimedia presentation about their class or grade, to be presented to parents during graduation ceremonies)* and explain why it is an appropriate choice

Teacher prompt: "What different types of media could you use for the presentation? How would they be organized and combined?"

Conventions and Techniques

3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create, and explain how they will use the conventions and techniques to help communicate their message *(e.g., conventions in advertisements for a product to appeal to different age groups among the students:* text, images, "free offer" promotional gimmicks; *techniques:* use of age-appropriate content in all elements of the advertisement*)*

Teacher prompt: "What are the important things you need to know about your audience when designing your media text?"

Producing Media Texts

3.4 produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques *(e.g.,*

- *a multimedia presentation examining two or more elements of a narrative, such as theme, plot, setting, or character*
- *a one-minute video advertising a class fund-raising project*
- *a website based on the content of a unit of study*
- *a report on school sports events to be presented during morning announcements*
- *magazine advertisements for a particular product, aimed at different age groups among the students in the school*
- *an interview with a family member about his or her cultural heritage for publication in a school or community magazine/newspaper*
- *a public-service announcement on a current issue that is relevant to their fellow students, such as daily physical activity, literacy, or bullying*
- *a storyboard for a video of a favourite song that is not available as a video)*

4. Reflecting on Media Literacy Skills and Strategies

By the end of Grade 8, students will:

Metacognition

4.1 identify what strategies they found most helpful in making sense of and creating media texts, and explain how these and other strategies can help them improve as media viewers/listeners/producers

Teacher prompt: "Why was it helpful to think about your audience's needs or wants before creating your advertisement?"

Interconnected Skills

4.2 explain how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts

Teacher prompt: "How could reading about food and health help you when you are trying to create an advertisement for a 'healthy eating' ad campaign?"

GLOSSARY

The following definitions and lists of examples are intended to help teachers and parents use this document. It should be noted that the examples provided are suggestions and are not meant to be exhaustive.

Aboriginal person. A person who is a descendant of the original inhabitants of North America. The Canadian Constitution (1982) recognizes three primary groups as Aboriginal peoples: Indians, Inuit, and Métis.

achievement levels. Brief descriptions of four different degrees of student achievement of the provincial curriculum expectations for any given grade. Level 3, which is the "provincial standard", identifies a high level of achievement of the provincial expectations. Parents of students achieving at level 3 in a particular grade can be confident that their children will be prepared for work at the next grade. Level 1 identifies achievement that falls much below the provincial standard. Level 2 identifies achievement that approaches the standard. Level 4 identifies achievement that surpasses the standard.

anchor charts. Charts designed by the class or by the teacher that list steps, procedures, or processes for a particular activity (e.g., the stages of the writing process, procedures for a literature circle) or reference items (e.g., examples of capitalization, parts of speech, reading/thinking strategies).

audience. The intended readers, listeners, or viewers for a particular text.

blog. A slang term for *Web log*. An online forum where people share personal journal entries, opinion articles, and/or photographs with others on a regular basis.

comprehension. The ability to understand and draw meaning from spoken, written, and visual communications in all media.

comprehension strategies. A variety of cognitive and systematic techniques that students use before, during and after listening, reading, and viewing to construct meaning from texts. Examples include: making connections to prior knowledge and experience and to familiar texts; visualizing to clarify or deepen understanding of a text; finding important ideas; questioning; summarizing information; inferring; analysing and synthesizing; skimming text for information or detail; scanning text to determine the purpose of the text or type of material; adjusting reading speed according to the level of difficulty of the text or the kind of reading.

concept map. A graphic organizer students can use to explore knowledge and gather and share information and ideas. Features of concept maps may include various shapes and labels, as well as arrows and other links to show relationships between ideas.

concepts of print. Concepts related to the way language is conveyed in print. Print concepts include directionality (English-language text is read from left to right and from top to bottom), the difference between letters and words (letters are symbols that represent sounds; words are made up of letters; there are spaces between words), the use of capitalization and punctuation, and the common characteristics of books (title, author, front/back).

conventions. Accepted practices or rules in the use of language. In the case of written or printed materials, some conventions help convey meaning (e.g., punctuation, typefaces, capital letters) and other conventions aid in the presentation of content (e.g., table of contents, headings, footnotes, charts, captions, lists, pictures, index). *See also* **text features**.

creative thinking. The process of thinking about ideas or situations in inventive and unusual ways in order to understand them better and respond to them in a new and constructive manner. Students think creatively in all subject areas when they imagine, invent, alter, or improve a concept or product.

critical literacy. The capacity for a particular type of critical thinking that involves looking beyond the literal meaning of texts to observe what is present and what is missing, in order to analyse and evaluate the text's complete meaning and the author's intent. Critical literacy goes beyond conventional critical thinking in focusing on issues related to fairness, equity, and social justice. Critically literate students adopt a critical stance, asking what view of the world the text advances and whether they find this view acceptable.

critical thinking. The process of thinking about ideas or situations in order to understand them fully, identify their implications, and/or make a judgement about what is sensible or reasonable to believe or do. Critical-thinking skills used in reading include: examining opinions, questioning ideas, interpreting information, identifying values and issues, detecting bias, detecting implied as well as explicit meanings. Critical-thinking skills used in writing include: questioning, hypothesizing, interpreting, inferring, analysing, comparing, contrasting, evaluating, predicting, reasoning, distinguishing between alternatives, making and supporting judgements, synthesizing, elaborating on ideas, identifying values and issues, detecting bias, detecting implied as well as explicit meanings.

cross-checking. The use of different sources of information (e.g., the three cueing systems) to confirm reading accuracy and/or comprehension.

cueing systems. Cues or clues that effective readers use in combination to read unfamiliar words, phrases, and sentences and construct meaning from print. **Semantic (meaning) cues** help readers guess or predict the meaning of words, phrases, or sentences on the basis of context and prior knowledge. Semantic cues may include visuals. **Syntactic (structural) cues** help readers make sense of text using knowledge of the patterned ways in which words in a language are combined into phrases, clauses, and sentences. **Graphophonic (phonological and graphic) cues** help readers to decode unknown words using knowledge of letter or sound relationships, word patterns, and words recognized by sight.

cues, non-verbal. Aspects of spoken or unspoken communication that convey meaning without the use of words. Examples include: facial expressions, gestures, body language.

cues, verbal **(oral language).** Aspects of spoken language that convey meaning. Examples include: types of words (e.g., nouns, verbs, linking words, modifiers); prefixes and suffixes (e.g., indicators of plurals, verb tenses); sound patterns (e.g., rhyme); pauses; pace; tone of voice or intonation; volume; pitch; modulation; inflection.

culture. The way in which people live, think, and define themselves as a community.

differentiated instruction. An approach to instruction that maximizes each student's growth by considering the needs of each student at his or her current stage of development and then offering that student a learning experience that responds to his or her individual needs.

diversity. In reference to a society, the variety of groups of people who share a range of commonly recognized physical, cultural, or social characteristics. Categories of groups may be based on various factors or characteristics, such as gender, race, culture, ethnicity, sexual orientation, ability/disability, age, religion, and socio-economic level.

editing. The making of changes to the content, structure, and wording of drafts to improve the organization of ideas, eliminate awkward phrasing, correct grammatical and spelling errors, and generally ensure that the writing is clear, coherent, and correct.

elements of text. The characteristic aspects of a particular text form (e.g., *story:* plot, characters, setting, theme).

elements of writing **(composition and style).** Essential aspects of written compositions. Examples include: a central theme or topic; the organization of information and ideas; diction (word choice); the use of conventions of spelling, punctuation, grammar, sentence structure, and paragraphing; plot; characterization; atmosphere; point of view; literary (stylistic) devices.

expectations. The knowledge and skills that students are expected to develop and to demonstrate in their class work, on tests, and in various other activities on which their achievement is assessed. **Overall expectations** describe in general terms the knowledge and skills that students are expected to demonstrate by the end of each grade. **Specific expectations** describe the expected knowledge and skills in greater detail.

explicit teaching. Direct, purposeful teaching of specific knowledge, skills, or strategies. In explicit teaching, the teacher: explains what the knowledge, skill, or strategy is, why it is used, and when to use it; models how to use it; guides and coaches students as they practise it (e.g., in shared reading and then in guided reading sessions); and then asks them to demonstrate their learning independently.

figurative language. Words or phrases used in a non-literal way to create a desired effect (e.g., metaphors, similes, personification, oxymoron). *See also* **imagery, literary device.**

fishbone map. A graphic organizer that uses framing questions to show the causal relationships involved in a complex event. Framing questions might include: "What are the factors that cause X? How do they relate to one another?"

five key concepts of media literacy. For the purposes of this document, the five key concepts of media literacy are:

1. All media are constructions.
2. The media contain beliefs and value messages.
3. Each person interprets messages differently.
4. The media have special interests (commercial, ideological, political).
5. Each medium has its own language, style, form, techniques, conventions, and aesthetics.

five (5) W's. The five basic questions (*who, what, where, when,* and *why*?) that provide a framework for recounting personal or factual experiences and retelling stories or events.

fix-up strategies. Reading strategies that students can use to repair a breakdown of comprehension (e.g., rereading a passage to clarify meaning; reading ahead; considering how the meaning of the text matches up with prior knowledge). *See also* **reading strategies**.

flow chart. A visual way of organizing information and ideas to show relationships (e.g., to show the sequence of events in a short story; to describe relationships among characters in a situation comedy).

forms of informational texts. Examples include: history book, geography text, report, essay, theatre or concert program, book review, editorial, newspaper or magazine article, television or radio script, letter (personal, business), invitation, manual, public sign, label, biography, autobiography, speech, résumé, personal journal, diary, brochure, reference book, encyclopedia.

forms of literary texts. Examples include: story, short story, adventure story, detective story, myth, legend, folk tale, cumulative tale, lyric poem, dramatic poem, ballad, novel, mystery novel, historical novel, science fiction novel, soliloquy, play, script, storybook, picture book, pattern book, chapter book.

forms of media texts. Examples include: advertisement, e-mail, film, video, DVD, clothing, athletic wear, food packaging, action figure, jewellery, newspaper, magazine, brochure, movie trailer, editorial, sculpture, song, dance, news report, sports program, documentary, situation comedy (sitcom), television or radio drama, nature program, interview, travelogue, television commercial, cartoon, web page, CD-ROM dictionary, interactive software, multimedia text, blog, database.

forms of oral texts. Examples include: greeting, conversation, question, statement, exclamation, instructions, directions, poem, rhyme, song, rap, story, anecdote, announcement, news broadcast, interview, oral presentation, speech, recitation, debate, report, role play, drama.

forms of writing. Examples include: story or other narrative piece, anecdote, commentary, critical review, description, instructions or procedures, recount (personal or informational), transcription of an interview, announcement, argument, position paper, essay, research report, television or radio script, editorial, speech, letter, minutes of a meeting, notes, jottings, poem, song text, dialogue, label, supported opinion, summary, cartoon caption, log, diary, memoir, journal, riddle, script for a commercial, advertisement, list, survey, word web, chart.

graphic novel. A story in comic-strip form, published as a book.

graphic organizer. A visual framework (e.g., a Venn diagram, a word web, a flow chart) that helps students organize, analyse, synthesize, and assess information and ideas. *See also* individual types of organizers.

graphophonics. The study of the relationships between the symbols and sounds of a language and the visual information on the page.

graphophonics cues. *See* **cueing systems**.

higher-order thinking. The process of mentally manipulating and transforming information and ideas in order to solve problems, acquire understanding, and discover new meaning. Higher-order thinking skills include: focusing, information gathering, combining facts and ideas, organizing, analysing, synthesizing, generalizing, integrating, explaining, hypothesizing, interpreting, evaluating, drawing conclusions.

homonym. A word that has the same spelling as another word but a different meaning (e.g., *ear*, meaning *the organ of hearing*, and *ear* [of corn], meaning *the seed-bearing head of a cereal plant*).

homophone. A word that has the same sound as another word but a different meaning (e.g., *seas* and *seize*).

hyperbole. A literary device in which exaggeration is used deliberately for effect or emphasis (e.g., *a flood of tears, piles of money*).

hyperlink. In an electronic document, a cross-reference or link to a web page or another electronic document. A hyperlink is usually a particular word, button, or graphic. When the user clicks on it, the new web page or document is displayed.

idiom. A group of words that, through usage, has taken on a special meaning different from the literal meaning (e.g., *Keep your shirt on!* Or *It's raining cats and dogs.*).

imagery. Descriptions and figures of speech (e.g., metaphors, similes) used by writers to create vivid mental pictures in the mind of the reader. *See also* **figurative language, literary device.**

implicit meaning. Ideas and concepts that are present but stated indirectly.

inclusive language. Language that is equitable in its reference to people, thereby avoiding stereotypes and discriminatory assumptions (e.g., *police officer* includes both males and females, whereas *policeman* refers only to males). *See also* **non-discriminatory language**.

inferring. Drawing meaning from or reaching a conclusion using reasoning and evidence from a text, based on what the author states and implies in text and what the reader brings to the text from his or her prior knowledge and experience.

informational text. *See* **forms of informational texts**.

irony. A statement or situation that has an underlying meaning different from its literal or surface meaning.

language pattern. A particular arrangement of words that helps the reader determine meaning by providing a certain level of predictability; for example, inversion of subject and verb in interrogative sentences.

listening and speaking skills. Skills that include: determining the purpose of listening; paying attention to the speaker or performer; following directions and instructions; recalling ideas accurately; responding appropriately to thoughts expressed; judging when it is appropriate to speak or ask questions; allowing others a turn to speak; speaking clearly and coherently; asking questions to clarify meaning or to obtain more information; responding with consideration for others' feelings; using and interpreting facial expressions, gestures, and body language appropriately.

literary (or stylistic) device. A particular pattern of words, a figure of speech, or a technique used in literature to produce a specific effect. Examples include: rhyme, parallel structure, analogy, comparison, contrast, irony, foreshadowing, allusion, juxtaposition, simile, metaphor, personification, pun, hyperbole, oxymoron, symbolism. *See also* **figurative language, imagery**.

literary text. *See* **forms of literary texts.**

mass media. Means of communication aimed at a very large audience. Examples include: mass-market paperback books, television, movies, newspapers, magazines, the Internet.

media. The plural of *medium*. Means of communication, including audio, visual, audio-visual, print, and electronic means.

media conventions and techniques. The means of producing particular effects using voice, images, and sound to support the messages or themes in a text. Examples include the use of: colour, voice-over narration, animation, simulation, variations in camera angles or distance, fading in and out of sounds or images, hot links and navigation buttons on a website, live action, special effects, variations in volume, variations in speed or pace, motion, flashbacks, collages, dialogue, variations in size and type of lettering or size of images, sequencing of sounds and images, symbols, speech, music, background sounds, sound effects, dialects and accents, silence, narration, graphics, logos, props (e.g., costumes, furnishings), aspects of design and layout, credits, details of sponsorship, animation.

media literacy. An informed and critical understanding of the nature of the media, the techniques used by them, and the impact of these techniques. Also, the ability to understand and use the mass media in an active, critical way. *See also* **five key concepts of media literacy**.

media text. A product that is communicated through a medium. *See also* **forms of media texts**.

medium. A communication vehicle such as radio, television, or the Internet. The plural is *media*.

mentor texts. Texts that are chosen and used intentionally/explicitly by the teacher to illustrate specific teaching points (e.g., voice, word choice, use of dialogue).

metacognition. The process of thinking about one's own thought processes. Metacognitive skills include the ability to monitor one's own learning.

mind map. A graphic representation of information that is intended to clarify meaning. In making a mind map, students summarize information from a text and organize it by listing, sorting, or sequencing it, or by linking information and/or ideas. Mind maps help students understand the relative importance of individual points and the way in which these points relate to one another.

mnemonics. Techniques for improving or supporting the memory (e.g., memory tricks that are used to help remember the spelling of a difficult word – Ice *is a noun and so is prac*tice).

modelling. A demonstration by the teacher of how to perform a task or use a strategy. Students copy the teacher in order to learn the modelled processes and skills. Modelling may include thinking aloud, to help students become aware of the processes and skills involved.

multimedia presentation. A single work that uses more than one medium to present information and/or ideas: for example, an oral report that includes a slide show, diagrams, and a video or audio clip.

non-discriminatory language. Language that conveys respect for all people and avoids stereotyping based on gender, race, religion, culture, social class, sexual orientation, ability, or age. *See also* **inclusive language**.

onset. The consonant or consonants that occur before a vowel in a syllable (e.g., the *g* in *gain*, the *fr* in *fright*). *See also* **rime**.

onset and rime patterns. The repetition of the same rime, with changing onsets (e.g., *cake, rake, make, lake, fake, bake*) to create "word families".

oral language structures. Verbal structures that are used in speaking. Examples include: conventional sentence structures (e.g., interrogative, exclamatory; simple, compound, complex); colloquial structures (e.g., one-word answers, verbless sentences); contractions; colloquial idioms.

oral text. See **forms of oral texts**.

organizational patterns of text. Ways in which texts are structured in different forms or genres of writing. Examples include: time order or chronological order (events presented in time sequence); comparison and contrast (an outline of similarities and differences); cause and effect (an outline of events or actions linked to their consequences); generalization (general statements supported by examples); combined/multiple orders (two or more organizational patterns used together: for example, comparison/contrast and cause/effect).

overall expectations. See **expectations**.

paraphrase. A restatement of an idea or text in one's own words.

phonemic awareness. The ability to hear, identify, and manipulate phonemes (the smallest units of spoken language) in spoken words.

phonics. Instruction that teaches children the relationships between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language.

phonological awareness. The ability to focus on and manipulate units of language, including phonemes and larger spoken units such as syllables and words. Phonological awareness activities can also involve rhymes, onsets, and rimes. *See also* **onset, rime**.

point of view. The position of the narrator in relation to the story; thus, the vantage point from which events are seen (e.g., the omniscient, the third-person, or the first-person point of view).

pragmatics. The study of how people choose what they say or write from the range of possibilities available in the language and the effect of those choices on listeners or readers. Pragmatics involves understanding how the context influences the way sentences convey information (e.g., the speaker/author/producer's choice of text form, text features, use of conventions, and presentation style affect how the listener, reader, or viewer will understand the text).

print and electronic resources. Information/reference materials in print or electronic media. Examples include: books (fiction and non-fiction), newspapers, magazines, encyclopedias, reports, television programs, videos, CD-ROMs, computer graphics programs, word-processing programs, models for writing (e.g., stories or essays by published writers), style guides, databases, dictionaries, thesauri, spell-check programs.

prior knowledge. The background experience and knowledge that a student brings to classroom learning. Instruction builds on prior knowledge in order to introduce new learning. Since students come to school with a wide variety of prior knowledge, teachers need to be aware of their students' backgrounds in planning lessons.

proofreading. The careful reading of a final draft of written work to eliminate typographical errors and to correct errors in grammar, usage, spelling, and punctuation.

reader's notebook. A notebook in which individual students record observations and reflections about texts read and their reading process, as well as related diagrams, definitions, lists (e.g., "books read", "books to read"), explanations, descriptions, predictions, findings, and conclusions. The reader's notebook supports students' thinking about their reading and is a helpful tool for discussing their reading with the teacher and their peers.

readers' theatre. An instructional activity in which students: adopt the roles of different characters and of a narrator to read a text; or develop scripts based on familiar texts, practise their parts, and then present their rehearsed reading to others.

reading fluency. The ability to read with sufficient ease and accuracy to focus the reader's or listener's attention on the meaning and message of a text. Reading fluency involves not only the automatic identification of words but also qualities such as rhythm, intonation, and phrasing at the phrase, sentence, and text levels, as well as anticipation of what comes next in a text.

reading strategies. Approaches used before, during, and after reading to figure out unfamiliar words, determine meaning, and increase understanding of a text. Examples include comprehension strategies and word-solving strategies, including the use of cueing systems. Good readers use a combination of word-solving and comprehension strategies, while maintaining a focus on developing and deepening their understanding of a text.

revising. The process of making major changes to the content, structure, and wording of a draft to improve the organization of ideas, eliminate awkward phrasing, correct errors, and generally ensure that the writing is clear, coherent, and correct. *See also* **editing, proofreading, writing process**.

rhetorical devices and techniques. Elements of style used in speech or writing to achieve special effects, usually in order to persuade, interest, or impress an audience (e.g., rhythm, repetition, rhetorical question, emphasis, balance, dramatic pause).

rime. The part of a syllable that contains the vowel and all that follows it (e.g., *-one* in *bone* and *tone*). A rime is smaller than a syllable but larger than a phoneme. *See also* **onset.**

scaffolding. Instruction that helps students build on their prior knowledge and experiences in order to reach higher levels of learning and proficiency. Teachers provide temporary support until students develop the ability to apply newly learned skills and knowledge independently.

schwa. A vowel that is unstressed, toneless and neutral, occurring in unstressed syllables (e.g., *a* in *about* or *o* in *synonym).* Schwa vowels are often transcribed using the symbol ə.

semantics. The meaning in language, including the meaning of words, phrases, and sentences, alone and in context.

semantics cues. *See* **cueing systems**.

specific expectations. *See* **expectations**.

stereotype. An image of a particular type of person or thing that has become fixed through being widely held. Stereotypes are usually conventional, formulaic, and oversimplified.

story grammar. The structure and elements of narrative text. In Western cultures, story grammars have the following elements: setting (time, place); characters; the introduction of a problem or conflict; events (e.g., the reaction of the central character and his or her attempts to solve the problem); a resolution or conclusion; and a theme. A story map is a graphic organizer that traces the story grammar.

storyboard. A sequence of images used to plan a film, video, television program, or drama.

strands. The four major areas of language use into which the curriculum for Language is organized: Oral Communication, Reading, Writing, and Media Literacy.

strategy bookmark. A bookmark for use by individual students that lists a variety of reading strategies. Often a replica of a larger strategy chart that is posted in the classroom for use by the teacher and students when reading strategies are being explicitly taught, it is used by students to support their independent application of these strategies.

student-teacher conference. A teacher's planned dialogue with an individual student about his or her learning. Conferences offer teachers opportunities to get to know their students' strengths and the challenges they face in relation to specific learning strands or expectations; to monitor their progress; and to plan future instruction based on identified needs and interests.

stylistic device. *See* **literary device**.

summarizing. Stating the main points or facts of a text.

synonym. A word that has the same or almost the same meaning as another word (e.g., *clean*/*pure*).

syntax. The predictable structure of a language and the ways in which words are combined to form phrases, clauses, and sentences. Syntax includes classes of words (e.g., nouns, verbs, adjectives) and their functions (e.g., subject, object). *See also* **cueing systems**.

syntax cues. *See* **cueing systems**.

synthesis. A new whole that is formed when ideas and information are linked, combined, and/or integrated.

text. A means of communication that uses words, graphics, sounds, and/or images, in print, oral, visual, or electronic form, to present information and ideas to an audience.

text features. The physical or design characteristics of a text that clarify and/or give support to the meaning in the text (e.g., title, headings, subheadings, bold and italic fonts, illustrations). *See also* **conventions**.

text form. A category or type of text that has certain defining characteristics. The concept of text forms provides a way for readers and writers to think about the purpose of a text and its intended audience.

tone. A manner of speaking, writing, or creating that reveals the speaker's, author's, or producer's attitude towards a subject and/or audience.

trade book. A book that is published and made available, for sale, to the general public and that is not a textbook, professional or academic treatise, reference book, or official publication of an institution or government body. Examples include fiction, poetry, humour, and non-fiction.

tree diagram. A graphic organizer that is used to classify a topic into groups and items: for example, when summarizing or planning a report.

voice. The style or character of a piece of writing conveyed through the author's use of vocabulary, sentence structure, imagery, rhythm, and other elements that contribute to the mood of the piece as a whole.

webcast. A broadcast or recording of an event on the World Wide Web.

web page. A page of information at a website. It may include text, graphics, and links to other web pages.

webquest. An inquiry in which most or all of the information gathered is drawn from the World Wide Web.

website. A collective term for all of the web pages at a particular site on the Web. A website can cover one topic or a variety of topics.

word pattern. The particular arrangement of the components in a group of words that have elements in common with respect to meaning, syntax, spelling, and/or sound; for example, the formation of the past tense in a group of verbs by adding the suffix *-ed* to the verb root.

word-solving strategies. Any of a variety of semantic, syntactic, or graphophonic strategies that help students read a word. Examples include: decoding words; using knowledge of the structure or meaning of words to read unfamiliar words; combining knowledge of letter-sound relationships with clues from an illustration to predict the word.

word wall. A list of words, grouped alphabetically and prominently displayed in the classroom, that teachers use to help students become familiar with high-frequency words.

word web. A graphic presentation of words associated with a subject showing the relationships between or among ideas or information.

writer's notebook. A notebook in which individual students record notes, lists, drafts, observations, strategies, information, and ideas to support their writing development. The writer's notebook is personal – a place where students capture moments and scenes that they want to remember and outline strategies that will help them develop as writers.

writing process. The process involved in producing a polished piece of writing. The writing process comprises several stages, each of which focuses on specific tasks. The main stages of the writing process are: planning for writing, drafting, revising, editing, proofreading, and publishing.

writing skills. The skills needed to produce clear and effective writing. Writing skills include: organizing and developing ideas logically; identifying the level of language appropriate to the purpose for writing and the audience being addressed; choosing the form of writing appropriate to the purpose for writing; choosing words, phrases, and structures that are both appropriate for the context and effective in conveying one's message; using language structures and patterns correctly; using correct grammar, spelling, and punctuation; attending to style, tone, and point of view; showing awareness of the audience; revising to improve the development and organization of ideas; editing to improve style and to correct errors in grammar, spelling, and punctuation.

zine. A word, derived from *magazine*, that denotes an inexpensively produced, self-published publication. An *e-zine* is a zine that is published electronically, especially on the Internet.

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